1975-1976 BULLETIN OF WELLESLEY COLLEGE CATALOGUE ISSUE MAY 1975

1975-1976 BULLETIN OF WELLESLEY COLLEGE

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The College reserves the right in its discretion to make from time to time changes affecting policies, fees, curricula, or other matters announced in this Bulletin.

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This year Wellesley College is celebrating its one hundredth birthday. Photographs from the past show student life at Wellesley during the late 19th and early 20th century.

ACADEMIC CALENDAR

Academic Calendar 1975-1976

First Semester

New students arrive	Sunday, August 31
Returning students arrive	Tuesday, September 2
Convocation	Wednesday, September 3
Classes begin	Thursday, September 4
Fall recess begins	Friday, October 24
Fall recess ends	Tuesday, October 28
Thanksgiving recess begins	Wednesday, November 26
Thanksgiving recess ends	Sunday, November 30
Classes end	Tuesday, December 9
Reading period begins	Wednesday, December 10
Reading period ends	Sunday, December 14
Examinations begin	Monday, December 15
Examinations end	Saturday, December 20
Christmas vacation begins	Saturday, December 20
Christmas vacation ends	Sunday, January 4
Winter break begins	Monday, January 5
Winter break ends	Sunday, February 1

Second Semester

Classes begin	Monday, February 2
Spring vacation begins	Friday, March 19
Spring vacation ends	Sunday, March 28
Classes end	Friday, May 7
Reading period begins	Saturday, May 8
Reading period ends	Wednesday, May 12
Examinations begin	Thursday, May 13
Examinations end	Wednesday, May 19
Commencement	Friday, May 28

Correspondence

President
General interests of the College

Dean of the College
Academic policies and programs

Class Deans
Individual students
Study abroad; students from abroad

Director of Admission
Admission of students

Financial Aid Officer
Financial aid

Student Services
Residence; health services; counseling

Bursar
College fees

Recorder
Transcripts of records

Director of Continuing Education
Continuing education

Dean of Academic Programs
MIT cross-registration
Exchange programs

Director of Career Services
Employment of students and alumnae

Vice President for Business Affairs
Business matters

Vice President for College Relations
Internal and external publics

Vice President for Resources
Gifts and bequests

Executive Director, Alumnae Association
Alumnae interests

Address
Wellesley College
Wellesley, Massachusetts 02181
(617) 235-0320

Visitors

Wellesley welcomes visitors to the College. The administrative offices in Green Hall are open Monday through Friday, 8:30 a.m. to 4:30 p.m., and by appointment on Saturday mornings during term time. Special arrangements for greeting prospective students can also be made during vacation periods. Rooms for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by writing to the club manager.

A prospective student who wishes to arrange an interview with a member of the professional staff of the Board of Admission should make an appointment well in advance.

Student guides provide tours for visitors without previous appointment. Visitors to the College may call the Board of Admission prior to their visit to arrange a mutually convenient time for the tour.

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President of Wellesley College
Wellesley, Massachusetts

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President of the Wellesley College
Alumnae Association
Dallas, Texas

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Katonah, New York

Henry Austin Wood
Newport, Rhode Island

Katharine Timberman Wright '18
Columbus, Ohio

Henry Fowle Durant, a shrewd, mercurial Boston trial lawyer whose "questions cut like knives," was born Henry Welles Smith. To avoid confusion with other Smiths, he had his name changed, adopting two family names. Later he married a cousin, Pauline Fowle, and bought a summer home in Wellesley (now known as "Homestead" across from the College golf course). Soon he purchased the surrounding 300 acres as a future estate for their son, Harry. But tragedy struck, first with the death of a baby daughter, Pauline, and later with the death of the little boy, from diphtheria, at the age of eight. So inconsolable was the grief of the parents, Mr. Durant gave up his lucrative law practice, turned to religion, and after much soul-searching decided to establish the Wellesley Female Seminary on little Harry's acreage. The name was changed in 1873 to Wellesley College. In an era when the idea of educating women was considered radical, Mr. Durant proclaimed, "Women can do the work. I give them the chance." Mrs. Durant, who had been bitterly disappointed because she was not allowed to attend college, also found fulfillment in Wellesley. She laid the cornerstone of College Hall on September 4, 1871, served on the first Board of Trustees and was an important force in the management of the College all through its early years.

THE COLLEGE

Ada Howard
1875-1881

Alice Freeman Palmer
1881-1887

Helen Shafer
1887-1894

Julia Irvine
1894-1899

Caroline Hazard
1899-1910

Ellen Fitz Pendleton
1911-1936

Mildred McAfee Horton
1936-1949

Margaret Clapp
1949-1966

Ruth M. Adams
1966-1972

Barbara W. Newell
1972-

A student's years at Wellesley College are the beginning—not the end—of an education. It is an education characterized by sensitivity and knowledge, and by the mastery of intellectual skills and the growth of a discerning mind. Above all, its aim is the wisdom to use knowledge to enhance one's own life and to participate more effectively in the larger community.

Wellesley offers this education in an environment which takes women seriously as individuals, as scholars, and as leaders.

Although education at Wellesley was 100 years old in 1975, it continues to reflect the goals of its founder, Henry Fowle Durant. He was an impassioned believer in equality for women, who saw education as the way women could prepare themselves for "great conflicts" and "vast reforms in social life." Wellesley College reaffirmed these early visions in 1971 when, after seriously considering coeducation, it elected to remain a college for women only.

Throughout the years, Wellesley has encouraged women to make unconventional choices, and it continues to encourage students to seek for themselves a range of options. As a result, many Wellesley women choose to major in such areas as economics, mathematics, and the sciences and subsequently enter careers in business, law, and medicine—all fields which have been long dominated by men.

This conscious effort to provide women with a full range of career and life choices is an integral part of Wellesley's rigorous and demanding academic experience.

High academic standards at Wellesley are combined with considerable flexibility of choice for the individual student. There are opportunities for independent study, individually designed majors, and research.

A primary concern in the Wellesley classroom is the development of analytical skills and clarity of expression; to this end, most instructors emphasize writing papers and reports. Classes are small, with the average size ranging from 22 to 25 students. Popular introductory courses which enroll more than 100 students include small discussion or conference sections. Upper level classes and seminars bring together 12 to 15 students and an instructor to pursue a common problem. The student-faculty ratio of 11 to 1 offers an excellent opportunity for students to undertake individual work with faculty on honors projects and research.

Wellesley's faculty—of whom 58 percent are women—bring to the College diverse academic and professional interests. They are scholars as well as poets, novelists, artists, musicians, scientists, political and economic analysts. A number live on or near the campus, and they take part in many aspects of College life.

Intellectual development at Wellesley is buttressed by outstanding resources and facilities. The Margaret Clapp Library has an extensive general collection containing original source material from special collections. In addition to the facilities of the main library, many departments have their own libraries. In the sciences, facilities include laboratories, greenhouses, an observatory, and special equipment such as controlled environment chambers, an electron microscope, and a laser beam spectrophotometer. Wellesley's physics laboratory was the second such laboratory in the country (the first was at the Massachusetts Institute of Technology). A new Science Center, which will be completed in 1976, will bring together all of the science departments, including mathematics and computer science, in a contemporary setting where interdisciplinary studies can be fostered.

Students in the arts find excellent facilities in the Jewett Arts Center which has a teaching museum, libraries, practice rooms, studios, and an auditorium. Each year the Museum has several exhibitions of students' work, and Jewett is also used for students' concerts and recitals.

The Wellesley curriculum is extended through opportunities for cross-registration with the Massachusetts Institute of Technology, exchange programs, and study abroad.

MIT men and women come to Wellesley for such courses as psychology, economics, and art history. Wellesley women travel to MIT for such classes as urban planning, political science, and photography. Buses shuttle hourly along the 12 mile route between the two campuses.

The Twelve College Exchange Program each year brings men and women from other New England colleges to Wellesley for a semester or a year, and enables Wellesley students to live and study on another campus. An experimental exchange between Wellesley and Spelman College, historically the only Black liberal arts college for women, was inaugurated in 1974-75.

Wellesley also offers opportunities for study abroad through the Slater, Waddell, and Stecher scholarship programs. The Slater program underwrites the cost of attending European institutions for a summer or academic year, and it brings Slater Fellows from abroad to the Wellesley campus. The Waddell program provides funds for study in Caribbean countries or in Africa. The Stecher program enables students to study art in Europe either during the academic year or in the summer. Wellesley does not have its own junior year abroad program, but it does help students make arrangements for such study by direct enrollment in foreign universities or through application to such programs administered by other colleges.

One advantage of women's colleges is the opportunity for women to assume leadership in college organizations and activities. These options frequently are closed to women in coeducational institutions where extracurricular activities are dominated by male students.

Wellesley students serve, often as voting members, on almost all major committees of the Board of Trustees, including the Investment Committee; of the Academic Council, including the Board of Admission and the Committee on Curriculum and Instruction; and of *ad hoc* committees, including the Commission on Community Life. In academic departments, they are voting members of curriculum and faculty search committees, and they also serve on committees which set policy for residential life and which govern Schneider College Center, the focus for much student and community activity on campus.

In 1918 students and faculty concluded an historic Agreement creating the College Government which allows for student control over most nonacademic aspects of their lives and for faculty supervision of academic matters. College Government officers are elected each spring by the students, and the president of College Government heads the student Senate which consists of students, faculty, and administrators but in which only student members have voting privileges.

Students are members of the Commission on Community Life, which has representatives from all College groups and reports to the president. The commission is concerned with relations and communications among the many segments of the campus community, and has also developed an affirmative action program which will insure diversity among employees.

Students also have numerous outlets for self-expression through involvement in such activities as theatre and musical groups, student publications, and sports.

Each week brings lectures, poetry readings, films, exhibitions, and performances in dance, theatre, and music. Visiting artists and lecturers frequently offer master classes for interested students; receptions and informal dinners provide further occasions for students to talk with distinguished men and women.

While Wellesley encourages the participation of its students in events and activities designed to heighten their awareness of the world around them, a student's inner development and her search for personal and spiritual values is also an important process. Over the past few years, there has been an increasing interest in ethical and religious issues and activities. The Office of the Chaplain sponsors special seminars and programs in which students can explore these issues as well as share with one another the celebration of religious holidays. The chaplaincy provides a religious program embracing many faiths, but also offers denominational programs for those who wish to participate.

The development of social responsibility and social responsiveness is an integral part of Wellesley's heritage that continues to this day. Students are encouraged to participate in the communities of Boston as well as in the Wellesley College community. Their activities range from tutoring with the MIT-Wellesley Upward Bound Program to internships in urban legal studies.

As an individual learns and grows, so, too, does a community. It explores and seeks alternatives, makes mistakes and begins anew. The past five years at Wellesley have witnessed marked changes in the curriculum and academic policies as well as in policies governing students' lives on campus. This change—and it is a continuing process—comes about through the efforts of individuals who influence and shape the College environment. The College, in turn, influences the lives of each member of its community.

In its desire to create the best possible education for women, Wellesley continues to seek solutions to problems faced by both men and women in a changing society. It is looking, too, at its own community, and is trying to make it a better place in which to work and to study and to grow. It is exploring new patterns of work, new ways for campus groups to communicate more effectively with one another, and new styles of residential life.

Each student who comes to Wellesley College joins a continuing community, for the support and involvement of the alumnae add an important dimension to the College's life.

One reason for Wellesley's leadership among colleges and universities in this country is the success of its many alumnae who have pioneered in all areas of life. Some have been outstanding scholars and researchers; others have been leaders in science, politics and women's rights; still others have made important contributions to their communities through volunteer work.

Whatever one's life choice and goal, a Wellesley education provides women with intellectual and personal growth which continues long after the college years.

ADMISSION

Criteria for Admission

The Board of Admission at Wellesley is composed of representatives of the faculty, the administration, and the students. In selecting the candidates who will comprise the student body, the Board of Admission considers a number of factors: high school records, rank in class, scholastic aptitude and achievement test scores, letters of recommendation from teachers and principals, the student's own statements about herself and her activities, and the interview reports of the staff or alumnae. The Board of Admission also considers special interests and talents, as well as social and political concerns.

All aspects of the application are evaluated with care and sensitivity, and no one factor alone takes precedence over other factors. For example, College Board scores may be influenced by the student's previous experience with timed examinations, and these tests, of course, do not necessarily measure academic potential, and certainly not motivation or creativity.

The Board of Admission chooses students who will be able to perform academic work at the level required at Wellesley, and who have the potential to benefit from and contribute to the type of education offered at Wellesley. The Board of Admission uses criteria which will assure that admitted students will be able to meet the standards for graduation. These criteria also are sufficiently flexible to make certain that creativity, strong potential, and high motivation are given appropriate consideration.

The Board of Admission considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, or national origin. In accordance with its desire to maintain diversity in its student body, Wellesley College encourages applications from qualified students who come from a wide variety of cultural, economic, and ethnic backgrounds.

General Requirements for Freshman Applicants

Wellesley College does not require a fixed plan of secondary school courses as preparation for its program of studies. Entering students normally have completed four years of college preparatory studies in secondary school. Adequate preparation includes training in clear and coherent writing and in interpreting literature, training in the principles of mathematics (usually a minimum of three years), competence in at least one foreign language, ancient or modern (usually achieved through three or four years of study), and experience in at least one laboratory science and in history.

Students planning to concentrate in mathematics, in premedical studies, or in the natural sciences are urged to elect additional courses in mathematics in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek before they enter college.

There are always exceptions to the preparation suggested here, and the Board will consider an applicant whose educational background varies from this general description.

The Application

Application forms may be obtained from the Board of Admission. A fee of $15 must accompany the formal application. This fee is not refunded if a candidate withdraws her application or is not admitted. If the application fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the College with the application for admission.

The Interview

A personal interview is required of each applicant. If it is not possible for a candidate to come to the College for an interview, she should write to the Board of Admission for the name of a local alumna interviewer. The Board of Admission is closed for interviews from February 15 to March 15. However, tours will still be given by student guides at this time.

Campus Visit

Students who are seriously considering Wellesley will have a fuller understanding of student life at Wellesley if they can arrange to spend a day on campus. Candidates are welcome to attend classes, eat in the residence halls, and talk informally with Wellesley students. Prospective students who plan to spend some time exploring the College are urged to notify the Board of Admission in advance so that tours, interviews, meals, and attendance at classes can be arranged before arrival on campus.

College Entrance Examination Board Tests

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board (CEEB) are required of all applicants for admission. One Achievement Test must be the English Composition Test.

Each applicant is responsible for arranging to take the tests and for requesting CEEB to send to Wellesley College the results of all tests taken. CEEB sends its publications and the registration forms necessary to apply for the tests to all American secondary schools and many centers abroad. The applicant may obtain the registration form at school, or may obtain it by writing directly to CEEB, Box 592, Princeton, New Jersey 08540; or in western United States, western Canada, Australia, Mexico, or the Pacific Islands, to CEEB, Box 1025, Berkeley, California 94701.

It is necessary to register with CEEB approximately six weeks before the test dates.

The CEEB Code Number for Wellesley College is 3957.

Dates of CEEB Tests

February 1, 1975
SAT only

April 5, 1975
SAT only

May 10, 1975
Achievement Tests only
(Last date to take Achievement Tests to qualify for consideration under the Early Decision Plan)

June 28, 1975
SAT only
(Last date to take SAT to qualify for consideration under the Early Decision Plan)

October 11, 1975
SAT only
(California and Texas only)

November 1, 1975
SAT and Achievement Tests

December 6, 1975
SAT and Achievement Tests

January 24, 1976
SAT and Achievement Tests

April 3, 1976
SAT and Achievement Tests

June 5, 1976
SAT and Achievement Tests

Admission Plans

1
April Decision
A candidate who uses the regular plan of admission must file an application by January 15 of the year for which she is applying. Applicants will be notified of the Board of Admission's decisions in April. Applicants for regular admission may take Scholastic Aptitude Tests and Achievement Tests any time through January of the senior year. Results of tests taken after January arrive too late for consideration by the Board of Admission.

Early Evaluation
Candidates whose credentials are complete by January 1 will receive an Early Evaluation of their chances of admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in April.

2
Early Decision
This plan is intended for students who decide early that Wellesley is the college they wish to attend and who agree to file no other college application until after receiving a decision from the Wellesley Board of Admission. The appropriate CEEB tests should be taken by the end of the junior year and candidates must apply and complete the Request for Early Decision form by October 15 of the senior year. All supporting credentials and an interview must be completed by November 1. Candidates will receive a decision from the Board of Admission by December 1.

3

Early Admission

The College considers applications from candidates who plan to complete only three years of high school and who have demonstrated academic strength and personal and social maturity. These candidates are considered for admission along with other applicants for the April Decision Plan. They are requested to identify themselves as Early Admission applicants in their correspondence with the Board of Admission. It is preferable that these candidates have their interviews at the College if distance permits. In all other respects they follow the regular procedures for the April Decision Plan.

Deferred Entrance

An admitted applicant who has notified the Board of Admission by May 1 of her intention to attend Wellesley may defer entrance to the freshman class for one year if she makes this request in writing to the Director of Admission by May 15.

United States Citizens Living Abroad

For U.S. citizens living in other countries the entrance requirements and procedures for making application are the same as for applicants within the United States.

Foreign Students

The College welcomes applications from students in other countries who have excellent secondary school records and who have completed the equivalent of the entrance requirements for Americans. In some cases, credit toward the Wellesley degree is granted for successful completion of university matriculation examinations such as the baccalaureate or the advanced level examinations for the British General Certificate of Education. Foreign students must apply by January 15 of the year in which the student plans to enter the College. Admission is for September entrance only. There is no application fee for foreign students. Specific instructions for foreign students wishing to apply to Wellesley are contained in the brochure, *Information for Students from Abroad*, which may be obtained by writing to the Board of Admission. Letters of inquiry should include the student's age, country of citizenship, present school, and academic level.

The Slater One-Year Fellowship Program is open to qualified foreign students currently enrolled in foreign universities who wish to expand their knowledge of American studies while preparing for a degree in their home universities. Preference is given to students from western Europe. Slater Fellows receive the full cost of tuition, room and board from the College. Application forms may be obtained by writing to the Office of Foreign Study.

Admission of Transfer Students

Wellesley College accepts a limited number of transfer students from accredited four and two year colleges. They must offer excellent academic records at both the high school and college levels and strong recommendations from their deans and instructors. Incoming sophomores and juniors are eligible to apply for entrance in either the first or second semester; transfers in the middle of the freshman year are discouraged. Students wishing to transfer into Wellesley should make application before February 1 for entrance in the fall semester, and before November 15 for entrance in the spring semester, on forms which may be obtained from the Board of Admission. Notification is in early April and late December, respectively. The preliminary application form should be returned with a nonrefundable registration fee of $15, or a fee waiver request authorized by an official advisor; the rest of the application forms will be sent upon receipt of these two items.

The College will evaluate the transcripts of transfer applicants who have been offered admission, and will accept for credit only those courses which are comparable to the liberal arts curriculum at Wellesley. Transfer credit for studies completed in foreign countries will be granted only when the College recorder has given specific approval of the courses elected and the institutions granting the credit. To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work (64 semester hours) at the College. A Wellesley unit is equivalent to four semester hours and some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Wellesley College has no summer school and courses done independently during the summer may not be counted toward the 16 units required. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note which disciplines are included in Groups A, B, and C as defined on p. 42 so that they can satisfy the distribution requirements for graduation.

Incoming junior transfer students may not take part in the Twelve College Exchange Program. All transfer students may elect to take courses through the cross-registration program with MIT after they have completed one semester of study at Wellesley. Candidates who have interrupted their education for more than five years and/or who are older than 25 years of age may wish to consult the Office of Continuing Education.

FINANCIAL INFORMATION

At Wellesley the fee represents approximately one-half of the educational cost to the College for each student. In past years the difference has been made up from gifts and income earned on endowment funds.

Annual Fee

The fee for the academic year 1975-76 is $5100. In addition, there is a student activity fee of $50. The breakdown is as follows:

	Resident	*Nonresident*
Tuition	$3300	$3300
Room and board	1800	
Student activity fee	50	50
	$5150	$3350

The College offers three plans of payment described on pp. 20-21.

Student Activity Fee

The purpose of the student activity fee of $50 is to provide resources from which the student government organization can plan and implement the programs of student activities sponsored by various clubs and organizations on campus. The fee is nonrefundable.

Reservation Fee

A fee of $200 reserves a place in the College for the student. It is due February 1 for Early Decision students and May 1 for all other entering students, and annually on July 1 for returning students. It is included in the annual fee of $5100 and cannot be refunded after the due date.

General Deposit

A general deposit of $50 is paid by each entering student. The deposit is refunded after graduation or withdrawal and after deducting any unpaid special charges.

Room Retainer Fee

Returning resident students must submit $100 to the bursar by March 1 to reserve a room for the following year. This $100 fee is applied against room and board charges for the following year and is not refundable after March 1.

Special Fees and Expenses

These include, but are not limited to, the following:

An initial nonrefundable application fee: $15.

Certain special fees and expenses listed in departmental descriptions, e.g., the cost of instrumental and vocal lessons given on p. 136.

A fee for each unit of work taken for credit in excess of five in any semester: $413.

A fee for each unit of work done independently during the summer: $50.

An automobile parking fee per semester: $40.

Fees for breakage of laboratory equipment and any other damage incurred by a student.

A fee for room key in residence hall, if not returned: $5.

Plans of Payment

It is necessary that *all* fees be paid in accordance with the specified plans before the student can begin or continue attendance, and all financial obligations to the College must be discharged before the degree is awarded.

Detailed descriptions of plans are sent by the bursar to the parents of entering students and to others upon request. Although there are minor variations in the payment plans for April Decision and Early Decision students, the final due dates for each group are the same. The eight-payment plan is available *only* for a complete academic year.

Payment for Students on Financial Aid

Except for the reservation fee, grants and loans are usually applied equally by semester against all tuition, and room and board payments for the year. The remaining financial obligation must be paid in accordance with one of the approved plans. Students on financial aid who have difficulty meeting the scheduled payments outlined above should consult the financial aid officer.

Medical Insurance

Information concerning student medical insurance is sent to all parents by the bursar. Because of the high cost of medical care, parents are required to subscribe to the Wellesley College Student Insurance Plan (Blue Cross-Blue Shield), or to provide equivalent coverage. Full-time continuing education students are also required to have coverage if they plan to use the College Health Services. Continuing Education students carrying less than three courses are not eligible for Infirmary care.

Refund Regulations

1
Reservation payment and room retainer fee are not refundable after their due dates.
2
The official date of withdrawal is considered to be the date on which the student and the class dean acknowledge the decision to withdraw to be final, and the class dean signs the withdrawal card.
3
In the event of withdrawal of a student on financial aid, the proceeds of all refunds will be applied proportionately to the sources from which payment was made.
4
There is no refund made to a student who leaves the College without the written approval of the class dean.

Standard Plan	Resident Amount	Nonresident Amount	Early Decision Due	April Decision Due	Returning Students Due
Reservation fee	$ 200	$ 200	Feb. 1	May 1	July 1
General deposit for entering students	50	50	Feb. 1	May 1	
Room retainer fee for returning students	100				March 1
First semester fee for entering students	2375	1475	Sept. 1	Sept. 1	
First semester fee for returning students	2275	1475			Sept. 1
Second semester fee	2575	1675	Jan. 15	Jan. 15	Jan. 15

The College will accept payments made through any bank or trust company or recognized financing agency which will forward payments in accordance with the Standard Plan.

Annual Payment Plan	Resident Amount	Nonresident Amount	Early Decision Due	April Decision Due	Returning Students Due
Reservation fee	$ 200	$ 200	Feb. 1	May 1	July 1
General deposit for entering students	50	50	Feb. 1	May 1	
Room retainer fee for returning students	100				March 1
Balance for entering students	4950	3150	Sept. 1	Sept. 1	
Balance for returning students	4850	3150			Sept. 1

Eight-Payment Plan*	Resident Amount	Nonresident Amount	Early Decision Due	April Decision Due	Returning Students Due
Reservation fee	$ 200	$ 200	Feb. 1	May 1	July 1
General deposit for entering students	50	50	Feb. 1	May 1	
Room retainer fee for returning students	100				March 1
Eight equal payments on the first day of each month for entering students	4970	3170	July 1 through Feb. 1	July 1 through Feb. 1	
Eight equal payments on the first day of each month for returning students	4870	3170			July 1 through Feb. 1

*This plan includes a $20 service charge.

Refund Schedule

Prior to the first day of class, tuition, room and board fees are 100 percent refundable. Not refundable are the reservation fee and the room retainer fee.

After classes begin, tuition is refunded at the rate of 75 percent from the first through the 14th calendar day and 50 percent from the 15th through the 35th calendar day. There is no tuition refund after the 35th calendar day.

After classes begin, there is no refund for the room charge.

Board rebate is computed at the rate of $13 per week for each remaining *full* academic week of the semester, calculated from the week after the withdrawal or exclusion date.

General Expenses

It is estimated that $600 for the year will cover a student's general expenses including books and supplies, incidental fees, clothing, recreation and entertainment, laundry and dry cleaning, and local transportation, excluding trips to and from home for the year. For the foreign student coming from abroad this figure is estimated at $800.

Continuing Education Fees

The basic fee for a continuing education student is $413 per semester course, payable by September 1 for the fall semester and by January 15 for the spring semester. Continuing education applicants pay the same $15 fee as all other students. There is also a registration fee of $25, payable when the student is accepted.

A continuing education student who finds it necessary to withdraw from a course is entitled to tuition refunds as follows: tuition will be refunded completely through the 21st calendar day of the semester. One-half of the tuition will be refunded if withdrawal is between the 22nd and 35th calendar day of the semester. There will be no refund after the 35th calendar day of the semester.

The Wellesley College program of financial aid for students is intended to open educational opportunity to able students of diverse backgrounds regardless of their financial circumstances. No student should be discouraged from applying to Wellesley because of the need for financial aid. At Wellesley, admission decisions are made without regard for financial need, and only after a student is admitted does the Committee on Financial Aid consider applications for aid. 37 percent of Wellesley students receive some financial aid from Wellesley funds.

The Wellesley College Students' Aid Society, which sponsors loans, also offers personal assistance through loans of books and other items, gifts of clothing, and loans of small amounts of money for incidental expenses and special emergencies.

Financial aid is given only to students who require assistance in order to attend. Awards vary in size according to individual need and may equal or exceed the comprehensive College fee. Although awards are generally granted for one year at a time, the College expects to continue aid as needed throughout the four years for all financial aid students who continue to have need. Most awards consist of a package of work, loan, and grant.

In addition to College funds, federal monies also have been available in the past for grants, loans, and work-study programs.

The need for financial help sometimes exceeds the amount of resources Wellesley has available in any given year. Therefore, students should, whenever possible, seek grants and/or loans through local, state, or federal programs, from educational foundations, and other private sources.

Wellesley College offers ten Town Scholarships to residents of the Town of Wellesley who qualify for admission and whose parents or guardian live in Wellesley. If these students live at home the scholarship is in the form of a full tuition grant. If these students choose to live on campus the amount of financial aid is based on financial need and is determined by the same need criteria which apply to all other financial aid applicants.

The College expects students to contribute as much as possible to their own expenses through summer and term-time earnings. Academic-year campus jobs ordinarily involve five hours of work per week and enable students to earn approximately $330 a year. In addition, the Career Services Office is often able to arrange for additional paid work during the academic year and summer.

Further information on financial aid at Wellesley is contained in the brochure *Opportunities for Financial Aid* which may be obtained by writing to the Financial Aid Officer, Wellesley College, Wellesley, Massachusetts 02181.

Application for Financial Aid

Each registered applicant for admission who is applying for financial aid must file three forms: the Wellesley College Application for Financial Aid, the Parents' Confidential Statement of the College Scholarship Service, and a certified copy of the latest federal income tax return.

Application

The Wellesley College Application for Financial Aid will be sent to candidates who indicated that they would like to apply for financial aid on the application for admission. It should be returned to the financial aid officer, Wellesley College, by October 15 from Early Decision applicants and by February 1 from all other applicants.

Parents' Confidential Statement

This form is available in the secondary schools, or may be obtained by writing to the College Scholarship Service, Box 176, Princeton, New Jersey 08540; Box 881, Evanston, Illinois 60204; or Box 1025, Berkeley, California 94701. A copy can also be provided by the financial aid officer if specifically requested by an applicant. The Parents' Confidential Statement should be filed with the College Scholarship Service which will then forward a copy for confidential use to the college or colleges indicated on the form.

The statement must be filed with the Wellesley College financial aid officer by October 15 from Early Decision applicants; February 1 from April Decision applicants; February 15 from fall semester transfer applicants; and November 30 from spring semester transfer applicants.

Federal Income Tax Return

If a student is admitted and enrolls at Wellesley College, parents are expected to submit a certified copy of their latest federal income tax return by July 1. The certified copy is forwarded directly to the College by the District IRS Office at the request of the parent. Financial aid awards are not final until the IRS form is submitted.

Graduate Fellowships

A number of fellowships for graduate study are open to graduating seniors, and alumnae of Wellesley College, while others administered by Wellesley are open to women graduates of any American institution. Awards are usually made to applicants who plan full-time graduate study for the coming year.

Information and application forms may be obtained from the Secretary to the Committee on Graduate Fellowships, Office of Financial Aid, Wellesley College, Wellesley, Massachusetts 02181.

Applications and supporting credentials for fellowships are due by January 15, except where noted.

For Graduates and Undergraduates of Wellesley College

Fellowships open to Wellesley College alumnae, graduating seniors, and undergraduates are listed below. Each is awarded annually unless specified otherwise.

Anne Louise Barrett Fellowship, preferably in music and primarily for study or research in musical theory, composition, or in the history of music; abroad or in the United States.
Stipend: $3000

Professor Elizabeth F. Fisher Fellowship for research or further study in geology or geography, including urban, environmental or ecological studies.
Stipend: $1000

Horton-Hallowell Fellowship for graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree, or its equivalent, or for private research of equivalent standard.
Stipend: $4000

Edna V. Moffett Fellowship for a young alumna, preferably for a first year of graduate study in history.
Stipend: $2500

Vida Dutton Scudder Fellowship for graduate study in the field of social science, political science, or literature.
Stipend: $3000

Sarah Perry Wood Medical Fellowship for the study of medicine.
Stipend: $4000

Trustee Scholarships are awarded on a competitive basis to four seniors who intend to pursue graduate studies. These scholarships are unrestricted as to field of study. The title Trustee Scholar is honorary and in cases of financial need stipends may be awarded to the scholars or, if not required by them, to alternates who need financial assistance. All applications and credentials are due by January 15. Recipients share the total annual stipend.
Stipend: $6000

Fanny Bullock Workman Scholarship for graduate study in any field.
Stipend: $3000

Mary Elvira Stevens Traveling Fellowship for travel or study outside the United States. Any scholarly, artistic, or cultural purpose may be considered. Candidates must be at least 25 years of age on September 1 of the year in which the fellowship is first held. Applications must be filed with the Secretary to the Stevens Fellowship Committee, Office of Financial Aid, before December 15.
Stipend: $8000

Peggy Howard Grants in Economics for study by women who intend to become professional economists. Available to both especially qualified Wellesley College undergraduates or alumnae for post-graduate study or for special projects in economics. Funds vary in amount; applications and awards are made through the Department of Economics.

For Graduates of Other Institutions and Wellesley College

Some graduate fellowships for study at the institution of the candidate's choice are administered by Wellesley College and are open to alumnae of any American institution, including Wellesley.

Alice Freeman Palmer Fellowship for study or research abroad or in the United States. The holder must be no more than 26 years of age at the time of her appointment, and unmarried throughout the whole of her tenure.
Stipend: $4000

M. A. Cartland Shackford Medical Scholarship for the study of medicine with a view to general practice, not psychiatry.
Stipend: $3500

Harriet A. Shaw Scholarship for study or research in music and allied arts, abroad or in the United States. The candidate must be no more than 26 years of age at the time of her appointment. Preference given to music candidates; undergraduate work in history of art required of other candidates.
Stipend: $3000

Wellesley women march in a parade in Philadelphia in 1915 proclaiming their belief in the right of women to political equality.

STUDENT LIFE

To Natick
135
Penn Central
Entrance
Caszenove
Pomeroy
Central Street
Munger
From Route 9 (New York)
Weston Road
Penn Central
Hathaway House Bookshop
Central Street
135
West Lodge
Hemenway Gymnasium
Recreation Building
Parking
Beebe
Shafer
Alexandra Botanic Garden
Whitin Observatory
Fiske
Child Study Center
Church Street
Cross Street
Hockey Fields
Alumnae Hall
Maintenance Buildings
Paramecium Pond
Hunnewell Arboretum
Weston Terrace
Faculty Houses
Weston Road
Weban Street
Abbott Street
Tennis Courts
Hay Amphitheatre
Parking
College Road
Pendleton
Vivarium
Sage
Greenhouses
Parking
Gray House
Crofton
Norfolk Terrace
Shakespeare
Parking
Academic Quad
Green Hall
Jewett Arts Center
Simpson Infirmery
Ridgeway
Lasell Road
Faculty Houses
Crawford House
Tower
Court
Boat House
Lake House
Cleflin
Severance
Founders
Parking
McAfee
Rollins Lot
Library
Longfellow Pond
Houghton Chapel
Billings
Freeman
Bates
Orchard
Leighton Road
Washington Street
Horton
Hallowell
Acorns
Harambee House
ΖΑ
ΦΕ
Slater International Center
Schneider College Center
Tennis Courts
Stone
Davis
College Road
Dower
Parking
East Lodge
Faculty Houses
Cedar Lodge
Sheoard
Oakwoods
Lake Waban
TZE
Tupelo Point
Homestead
16
Upland Road
Dover Road
Wellesley College Club
Parking
Entrance
Golf Course
Golf House
President's House
Service Drive
to Faculty Houses

Intellectual growth is only part of the journey toward the full realization of one's talents and abilities. Wellesley College offers many opportunities for a student to develop self-confidence, sensitivity, and leadership abilities through participation in student organizations and college governance.

Many student groups reflect ethnic as well as social, political, and religious interests. Some of these organizations are Mezcla, an association of Chicana, American Indian, and Spanish students; Ethos, an organization of Black students; the Wellesley Women's Committee, a group of students, faculty, and staff interested in feminist issues; the Married Students Union, a new group which is seeking programs serving their special needs. A number of religious groups such as the Newman Club, the Wellesley Christian Fellowship, and the Wellesley Jewish Students offer many programs throughout the year. Other groups such as Archaeologists Anonymous and Club Français plan activities around academic interests.

Students are also responsible for a number of publications, among them *Wellesley News*, the weekly student newspaper; *Legenda*, the College yearbook; *We*, a literary publication; and *Muse*, a newsletter of the Wellesley Women's Committee. WBS, the College radio station, is operated by an all-student staff.

Sports are a significant part of life at Wellesley. Some students compete on crew and tennis teams as well as in field hockey, basketball, squash, sailing, swimming, and water polo. Other students pursue physical education just for fun, or to stay in shape. Interests range from yoga and fencing to dance and scuba diving. The recreation building, which has a heated swimming pool, also has facilities for badminton, volleyball, squash, gymnastics, exercise, and dance. Lake Waban, on the campus, is used for water sports and ice skating.

The arts have always been a highly visible part of the Wellesley experience, and many musical and theatrical groups have been formed. The College Choir, The Madrigals, the Tupelos, the Collegium Musicum, the Chamber Music Society, the Chapel Choir, the Ethos Choir, the Carillonneurs Guild, and the MIT Orchestra all offer experiences for students with interests in music. Those inclined toward the theatre can choose among the Wellesley College Theatre, the Experimental Theatre, the Shakespeare Society, and the Wellesley College Black Repertory Total Theatrical Experience. In addition to the productions of these groups, the Departments of Greek and Latin offer plays in the original text.

Life at Wellesley also includes a number of traditional social events. Winter Weekend, Sophomore Parents Weekend, and Spring Weekend are supplemented by frequent informal parties. A weekly celebration, TSIF (Thank Schneider It's Friday), has a growing number of enthusiasts among faculty members and employees as well as students who come to Schneider College Center late Friday afternoons for beer, wine, and ragtime piano.

Schneider Center, which also has a coffee house and conference rooms, is the location for much community activity. Supplementing the facilities and resources of Schneider are Slater International Center, which is the frequent setting for international events and celebrations, and Harambee House, the social and cultural center of the Black community at Wellesley. Throughout the year, Harambee sponsors such events as lectures and dance performances, many in conjunction with the Black studies department.

On weekends, many students move back and forth between the campus and activities in Cambridge and Boston. The student Senate provides buses on weekends to and from Harvard Square, opening up many opportunities for exploring urban life.

Residence Halls

Although some students live off campus, most live in one of Wellesley's 13 residence halls which are the focus of much campus life. Each is a community within a larger Wellesley community, and each has a character of its own. Much of the informal learning at Wellesley takes place in spontaneous discussions and debates at meals and in students' rooms. The diversity of Wellesley's students, who bring to the College differing lifestyles and cultural backgrounds, contributes much to this process.

The residence experience is also likely to include lectures, guest artists-in-residence, group discussions, dinners with faculty members, and parties. One tradition, initiated in the early years of the College, is Wednesday afternoon tea—an informal occasion which continues to attract many students.

Members of all four classes live in each hall. Each residence hall also has a professional head of house, with the exception of Stone-Davis, which will have an all-student staff on an experimental basis for 1975-76. The head of house serves as an advisor and counselor to individuals and groups in the residence halls and as a liaison to the College community.

Students in each residence hall elect a House Council which administers the day-to-day details of living. The programming committee in each hall plans parties and other events throughout the year. Each residence also elects a representative to the Senate, and it is this person's job to consult with members of her residence hall on campus-wide issues and to convey the feelings of her hall to the student government.

A residential policy committee has been reviewing many aspects of residential life and is developing ways to involve students in all areas of residential policy making. The Residence Office has been working to expand the guest-in-residence program, and to increase the number of academic, cultural, and social events in the residence halls.

Each of the residence halls contains single rooms, double rooms, and some suites. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract upon assignment of a room. Each hall has spacious living rooms and smaller common rooms. All but two have dining facilities, and in the remaining halls, facilities are open on a five-day or seven-day basis. There are limited kitchenette facilities in the halls for preparing snacks or for use when entertaining. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, desk, chair, lamp, bookcase, and bureau for each resident student. Students may rent linen or supply their own. Students supply blankets, quilts, and their own curtains, pictures, rugs, and posters. They clean their own rooms and contribute two or three hours a week answering the telephones and doing other miscellaneous jobs which are scheduled by the student heads of work.

Counseling Resources

The College has a number of professionally trained staff members who are available for consultation on academic or personal matters. The class deans, who generally follow a class throughout the four years, have major responsibility for advising students on academic matters. Questions about choosing a major, or difficulties in adjusting to a program, are discussed with the class deans. Special tutoring and programs in study skills are arranged through the academic departments and the dean of academic programs.

It is most unusual for a student not to feel the need, some time during her college years, to talk over personal concerns with people other than friends and roommates. A counseling center is staffed by a consulting psychologist and a human relations consultant. Although the atmosphere is open and informal, **complete confidentiality is maintained by the office at all times.**

The staff of the College Health Services includes psychiatrists and other specialists available for crisis counseling and special help. Long-term psychotherapy is not provided at the College, but the resources for such treatment are available in the surrounding area.

Other resources include the professional staff in the residence halls, the chaplain and his assistants, and faculty members.

Religious Resources

Wellesley seeks to respond sensitively to a variety of religious traditions. The College encourages independent religious involvement on the part of its students. Wellesley students may also major in religion and biblical studies, or take elective courses in these fields. Attendance at all worship services is voluntary.

The College chaplain and other advisors representing several religious traditions are available to all students for religious guidance. The chaplain also officiates at regular Sunday morning worship, an ecumenically oriented Protestant service in Houghton Memorial Chapel, at which many distinguished men and women are invited to speak during the year. The activities of various religious groups on campus as well as programs sponsored by the chaplaincy are open to all.

Temples, churches, and other religious organizations representing a great variety of ways of worship are available locally and in the greater Boston area.

College Health Services

The services of the College physicians, psychiatrists, and nurses are available at Simpson Infirmary which includes a 29-bed hospital and an outpatient clinic. Regular full-time students and part-time continuing education students who carry three or more courses are eligible for care. There is no health fee. Appropriate charges are made for inpatient care; medical, psychiatric, and surgical services which are usually covered by insurance, laboratory studies, elective examinations or procedures, immunizations, and treatment for pre-existing or ongoing conditions. A College sponsored Blue Cross-Blue Shield group insurance plan is available. Boston has long been one of the major medical centers in the country, and consultation with specialists in all medical fields is easily available.

Besides the usual care given by College Health Services, members of the Wellesley medical staff serve on a student-staff health committee. This committee works on ways to expand the use of the health services and arranges special programs of information and discussion on subjects such as drugs, sex, and marriage.

The confidentiality of the doctor-patient relationship is the foundation upon which the success of the health services is based. **College medical personnel will not share any medical information concerning a student with any College authorities, or with the parents of students, without the consent of the student.** Parents are requested to sign a statement authorizing the College to proceed with appropriate treatment in the case of serious illness or emergency in the event they cannot be reached by telephone.

There are charges for inpatient care and for certain outpatient services which are usually covered by health insurance. It may be necessary to disclose minimal information to insurance companies for verification of medical claims. Students are required to enroll in the College Health Insurance plan unless they have equivalent coverage.

Jobs on and off Campus

A student interested in employment may register at the Career Services Office. This office assists students in obtaining summer employment as well as part-time work during the academic year. There are many opportunities for students to find part-time employment at the College and in the Town of Wellesley. The Career Services Office is the clearinghouse for employment of students. Opportunities on campus include office work in academic and administrative departments where financial aid students receive priority through the Financial Aid Office, in Schneider College Center, and work in small businesses run by students. Off campus, students have worked in offices, stores, and restaurants. A large number of local families employ students for child care and for other varieties of household work.

Students are assisted in making plans for the future, either for employment or further study. Students may consult with the career services counselors about their interests and plans. Assistance is provided in many ways. The office maintains a library of vocational literature on current positions and future career possibilities; holds lectures and discussions for students on various occupations; supplies information about graduate courses, apprenticeships, graduate scholarships and assistantships, as well as job opportunities; and schedules interviews for seniors with employer and graduate school representatives who recruit at the College.

All alumnae may continue to use the services of this office for information and help to find employment or in planning further study.

Summers

The long summer vacation gives students ample time for work, travel, or study.

The Career Services Office has information on summer opportunities. Counseling and advice are offered to students on the various possibilities available to match their interests and abilities.

Summer internships and other opportunities sponsored by the College are described on pp. 45-46.

Nondiscriminatory Policy

Wellesley College admits the students of any race to all the rights, privileges, programs, and activities generally accorded or made available to students at the school and that the school does not discriminate on the basis of race in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Academic Summary

	Resident	Non-resident	Class Totals	Totals
Candidates for the B.A. Degree				1,862
Seniors	391	41	432	
Juniors	410	33	443	
Sophomores	468	13	481	
Freshmen	499	7	506	
Candidates for the M.A. Degree		13		13
Continuing Education Students		111		111
Nondegree Candidates	38	9		47
Total Registration		September 1974		2,033

Students from the United States

Alabama	1
Alaska	2
Arizona	8
Arkansas	4
California	89
Colorado	14
Connecticut	121
Delaware	10
District of Columbia	25
Florida	40
Georgia	20
Hawaii	10
Idaho	3
Illinois	59
Indiana	7
Iowa	10
Kansas	9
Kentucky	10
Louisiana	9
Maine	19
Maryland	57
Massachusetts	474
Michigan	30
Minnesota	16
Mississippi	3
Missouri	19
Montana	3
Nebraska	4
Nevada	2
New Hampshire	29
New Jersey	113
New Mexico	2
New York	88
North Carolina	18
North Dakota	1
Ohio	85
Oklahoma	5
Oregon	5
Pennsylvania	74
Rhode Island	20
South Carolina	1
South Dakota	4
Tennessee	10
Texas	37
Utah	2
Vermont	14
Virginia	53
Washington	15
West Virginia	3
Wisconsin	15
Wyoming	1
Total	1,673

Students from Other Countries

	Foreign Citizens	U.S. Citizens Living Abroad
Argentina	1	
Austria		1
Bahamas		1
Bangladesh	1	
Belgium		2
Brazil	1	
Burma	1	
Canada	1	4
Ceylon	1	
China, Rep. of	6	
Colombia	2	
Costa Rica		1
Cyprus	1	
Denmark	1	
England	7	3
Ethiopia	1	
Finland	1	
France	4	5
Germany	1	1
Greece	1	
Haiti	2	
Hong Kong	6	2
Hungary		1
India	5	
Iran	5	
Italy	1	1
Jamaica	1	
Japan	2	1
Kenya	2	
Korea	5	
Lomo Toga		1
Malaysia	7	
Mexico	1	1
Nepal	1	
Netherlands/Antilles	4	
Nicaragua	1	
Nigeria	1	
Pakistan	1	
Panama	1	1
Philippines	1	2
Puerto Rico		10
Scotland	1	
Singapore	1	
Somalia	1	
South Africa	1	
Surinam	1	
Sweden	1	2
Switzerland		2
Turkey	1	
Venezuela	3	1
Vietnam	2	
Total	90	43

College Hall, destroyed by fire in March 1914, housed the entire college operation which included living space for 216 students.

THE CAMPUS

Wellesley College has a campus of more than 500 acres bordering on Lake Waban. There are woodlands, hills and meadows, an arboretum, ponds, and miles of footpaths. In this setting are 64 buildings, with architectural styles ranging from Gothic to contemporary.

The focal point of the campus is the Galen Stone Tower, named for its donor. The tower rises 182 feet from Green Hall, the administration building, and contains a 30-bell carillon. It is an excellent vantage point from which to view Wellesley's campus and beyond.

Classrooms

The two primary classroom buildings, Founders Hall and Pendleton Hall, are located in the academic quadrangle. The humanities, social sciences, and mathematics are taught in Founders. Pendleton contains the laboratories, lecture rooms, libraries, and offices of the departments of chemistry, physics, and psychology. Extensive equipment and facilities provide opportunities for advanced work in these areas.

Sage Hall

Located on the northeast side of the campus is Sage Hall, which houses the biological sciences and geology departments. The building has laboratories, lecture rooms, a library, and an extensive map collection for geography. Special equipment includes an electron microscope, a radioisotope laboratory, ultra centrifuge, a liquid scintillation counter, and a gas chromatograph.

Greenhouses

Classrooms in the biological sciences department open directly into the Margaret C. Ferguson Greenhouses, named after a former Wellesley professor of botany. The climate in the greenhouses ranges from temperate to tropic with many excellent examples of trees and flowers which flourish in the respective temperatures. There is considerable space for experiments by faculty and students. The greenhouses are open to the public throughout the year.

Observatory

The Whitin Observatory contains laboratories, classrooms, darkrooms, and the library of the astronomy department. Its research equipment includes a 6-inch, a 12-inch, and a 24-inch telescope. The observatory was a gift of Mrs. John C. Whitin, a former trustee of the College. It was built in 1900, enlarged in 1962 and 1966, and is considered to be an unusually fine facility for undergraduate training in astronomy.

Science Center

The construction of a new building is under way which, together with Sage Hall, will form the new Wellesley College Science Center. This complex will house the departments of astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics, psychology, and the laboratories of electron microscopy and human performance and will be completed in 1976.

Arts Center

The Jewett Arts Center, completed in 1958, consists of the Mary Cooper Jewett art wing and the Margaret Weyerhauser Jewett music and drama wing. Linking the two buildings is the Wellesley College Museum.

The teaching collection of the museum includes choice examples of classical and medieval sculpture, prints and drawings by old masters, and contemporary art. Although used primarily for teaching and museum training, it is also open to the public, and during the academic year many exhibitions are offered.

The art wing contains studios, classrooms, an extensive library, and offices of the art department and museum. The music and drama wing contains the music library, listening rooms, practice studios, and classrooms and offices of the music department. A collection of musical instruments of various periods is available to students.

The Jewett Auditorium, a theatre seating 320 persons, was designed for chamber music performances, and is also used for special events. In addition, there are rehearsal rooms and other theatre facilities.

Margaret Clapp Library

The third enlargement and complete remodeling of the Margaret Clapp Library was finished in 1975. At the center of the modern and functional building is the reference room which distinguished the original building erected in 1910.

The library's holdings exceed 500,000 volumes and contain in addition an important collection of public documents. Subscriptions to periodicals number over 2,000. The Special Collections include letters, manuscripts, and rare books of distinction.

The language laboratory and a new listening room for the collection of spoken and dramatic recordings are part of the library. A lecture room is available for meetings.

Child Study Center

Wellesley College opened the Child Study Center in the fall of 1969 under the direction of the psychology department. It is located in the Anne L. Page Memorial Building, used for many years to house the College nursery school. The Center serves as a laboratory in which Wellesley undergraduates can study the development of children ages two through five. Students also have the opportunity to work as assistant teachers in the classroom.

Residence Halls

Each residence, its student capacity and location, is listed below:

Munger	144 students	Northwest
Beebe	125 students	
Cazenove	135 students	
Pomeroy	135 students	
Shafer	130 students	
Tower Court	250 students	West
Claflin	130 students	
Severance	154 students	
Stone	115 students	Southeast
Davis	117 students	
Bates	130 students	Northeast
Freeman	130 students	
McAfee	135 students	

Physical Education Facilities

Classes for all indoor sports and for modern dance are conducted in Mary Hemenway Hall, which houses the offices of the physical education department, and in the nearby Recreation Building. The latter has game rooms, badminton and squash courts, and a swimming pool. Outdoor water sports center around the boathouse where the canoes, sailboats, and crew shells are kept. Wellesley also maintains a 9-hole golf course, 16 tennis courts, hockey and lacrosse fields, and a ski slope.

Alumnae Hall

The largest auditorium on the campus, seating 1500 people, is in Alumnae Hall. It also has a large ballroom and houses the Wellesley College Theatre and the College radio station, WBS. Visiting lecturers, concert artists, and professional theatre groups often appear there. The building was erected in 1923 and is the gift of Wellesley alumnae.

Chapel

The Houghton Memorial Chapel was presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former trustee of the College. The chapel's stained glass windows commemorate the founders and others, while a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. The chapel, which seats 1200 people, is a setting for lectures and community meetings as well as religious services.

Schneider College Center

The center for extracurricular life at the College is Schneider College Center. Its newly remodeled facilities provide lounge areas, a snack bar, meeting rooms, offices for student organizations, and a coffee house. It also contains the offices of the coordinator of student services, the director of residence, and the chaplain.

Harambee House and Slater International Center are complementary adjuncts to Schneider.

Harambee House

Harambee House is the cultural and social center for the Black community at Wellesley. It contains rooms for seminars, meetings, and social gatherings as well as facilities for cooking and entertaining.

Slater International Center

Slater International Center is an informal meeting place for foreign and United States students and faculty. It serves as the center for campus organizations which have an interest in international affairs, and for seminars and speakers on international topics. It has rooms for large and small gatherings, a library, and facilities for cooking and entertaining.

Society Houses

There are three society houses for special interest groups. Each house has kitchen and dining facilities, a living room, and other gathering rooms. Members are drawn from all four classes, beginning with second semester freshmen. Shakespeare House is a center for students interested in Shakespearean drama; Tau Zeta Epsilon House is oriented around art and music; and Zeta Alpha House provides a setting for students with an interest in modern drama.

Other Campus Facilities

Green Hall

The offices of the president, the Board of Admission, the deans, and all administrative offices directly affecting the academic and business management of the College are located in Green Hall. The building has large rooms for Academic Council and trustee meetings, class and seminar rooms, and some faculty offices. Named for Hetty R. Green, the building was erected in 1931.

Infirmary

Simpson Infirmary is a 29-bed licensed hospital, approved by the American Hospital Association, with an outpatient clinic built in 1942. It is connected to the original infirmary which was built in 1881 and is now used for psychiatric services and staff housing.

President's House

The President's House, formerly the country estate of Wellesley's founders, the Durants, is located on a hill just south of the main campus. The spacious lawns border Lake Waban. Remodeled and renovated in 1968, it is frequently the scene of alumnae and trustee gatherings as well as receptions for distinguished visitors, for entering students, and for graduating seniors and their parents.

Wellesley College Club

The Wellesley College Club is a center for faculty, staff, and alumnae. Its reception and dining rooms are open to members, their guests, and parents of students for lunch and dinner and are also used for many special occasions. Overnight accommodations are also available for alumnae and for parents of students and prospective students.

Center for Research on Women in Higher Education and the Professions

The Center for Research on Women in Higher Education and the Professions, funded by a grant from the Carnegie Corporation, was established in the summer of 1974 and is sponsored jointly by Wellesley College and the Federation of Organizations for Professional Women. The Center conducts policy-oriented studies of women's educational needs and examines paid and unpaid work in the context of increasing life choices for both men and women.

ACADEMIC PROGRAM

The curriculum provides a framework within which students are invited to explore various fields in the arts and sciences. In developing the curriculum, the faculty presents diverse offerings among which students will gradually perceive interrelationships. Through study of different disciplines and bodies of knowledge, students perceive the coherent unity among diversity which is traditionally termed a liberal arts education. When students decide on an area of concentration they then elect courses in other fields to provide complementary or contrasting experiences. These, together with the major, enable students to achieve a broad liberal arts education.

By the time the Bachelor of Arts degree is earned, the student should be acquainted with the main fields of human interest, capable of integrating knowledge from various fields, and prepared for continuous scholarly growth and responsible participation in society. In the major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

Requirements for Degree of Bachelor of Arts

Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work at a C average or better. Each semester course is assigned one unit of credit. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. Freshmen are encouraged to carry a maximum of four courses each semester, but upperclass students may take five.

Courses are classified in Grades I, II, and III. Introductory courses are numbered 100-199 (Grade I); intermediate courses, 200-299 (Grade II); advanced courses, 300-380 (Grade III). Each student must include at least four units of Grade III work, at least two of which shall be in the major. The program in the senior year may not include more units of Grade I than of Grade III work, and at least two must be Grade III.

Distribution Requirements

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses. To insure, however, that students gain insight and awareness in areas outside their own major fields, the College does require that they choose three semester courses in each of three general areas during the four year period. (Courses numbered 350—Research or Individual Study—do not satisfy this requirement.)

The three groups of academic disciplines are:

Group A

Literature, Foreign Languages, Art, and Music
Three units chosen from courses in the Departments of Art, Chinese, English, French, German, Greek and Latin, Italian, Music, Russian, Spanish; or from those courses offered by the Department of Black Studies and from those extradepartmental literature courses which are designated as fulfilling the requirement in Group A.

Group B

Social Science, Religion and Biblical Studies, and Philosophy
One or two units chosen from courses in the Departments of History, Philosophy, Religion and Biblical Studies, and courses offered by the Department of Black Studies in these fields
and
One or two units chosen from courses in the Departments of Economics, Political Science, Psychology, Sociology and Anthropology, and courses offered by the Department of Black Studies in these fields.

Group C

Science and Mathematics
Three units, at least one of which shall be a course with laboratory, chosen from offerings in the Departments of Astronomy, Biological Sciences, Chemistry, Geology, Mathematics, Physics, or one of the extradepartmental courses in history of science.

Foreign Language Requirements

Before the beginning of the senior year students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill the requirement by passing one of the language tests offered by the College Entrance Examination Board (CEEB). Wellesley requires a score of 610 or better on the CEEB Achievement Test, or a score of at least 3 on the Advanced Placement Examination (AP). This requirement can also be met by the completion of 2 units of language study at the second year college level or 1 unit of language study above the second year college level.

Students may take introductory courses in only two modern foreign languages.

Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. A student whose native language is not English will be exempted from this requirement, subject to approval of the class dean and the Academic Review Board.

Other Requirements

Students are expected to use acceptable standards of spoken and written English in their college work. Special assistance in English, mathematics, and other basic and special skills is offered at the College.

In addition, all students must complete the physical education requirement described on p. 146 for which no academic credit is given.

The Major

Students may choose majors offered by 24 departments, five interdepartmental majors —classical civilization, classical and Near Eastern archaeology, East Asian studies, medieval/renaissance studies, and molecular biology—or they may design an individual major. Of the 32 units required for graduation, at least eight are to be elected in the major, and no more than 14 in any one department.

Students who are interested in an individual major submit a plan of study to two faculty members from different departments. This plan should include four units in one department above the introductory level. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. Some students wish to center their study upon an area, a period, or a subject which crosses conventional departmental lines. Examples of possible area studies are American studies, Latin American studies, Russian studies; of periods, the Middle Ages, the Renaissance; of subjects, comparative literature, international relations, theatre studies, urban studies.

In the second semester of the sophomore year each student elects a major field and prepares for the registrar a statement of the courses to be included in the major. Later revisions may be made with the approval of the chairman of the major department, or in the case of the individual major, with the student's advisors, and be presented to the registrar not later than the second semester of the junior year.

Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, and appearing for examinations. If students have difficulties with course work, become ill, or have other problems which interfere with their academic work, they should consult with their class dean for assistance in making special arrangements for their studies.

Students are expected to maintain at least a C average throughout the college career. At the end of each semester each student's record is reviewed, and appointments with the class dean are arranged if needed. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely excluded from the College.

Grading System

Students have the option of electing courses on a letter or nonletter grading system. At the beginning of the eighth week of a semester, students notify the registrar and their instructor whether they plan to take a course for a letter grade or on the credit/noncredit basis. Credit is given to students who have attained a satisfactory familiarity with the content of a course and have demonstrated ability to use this knowledge in a competent manner. If credit is not earned the course does not appear on the student's permanent record.

Examinations

An examination period occurs at the end of each semester. Within this period students may devise their own examination schedules for the majority of courses. Examinations are scheduled for some art, music, and foreign language courses which require audiovisual equipment. Special examinations are offered in September to qualified students to earn credit for work done independently, for admission to advanced courses without the stated prerequisites, and for exemption from required studies.

Students who wish credit towards the degree for work done independently in the summer should consult the appropriate department and the class dean, and should apply to the registrar at least a month in advance for a special examination to be given at the beginning of the college year.

Examinations may be taken for credit, for admission to a more advanced course, or for exemption from the required studies in Groups A, B, and C. Examinations for credit passed at a satisfactory level also count for advanced placement and/or exemption; examinations for advanced placement also count for exemption. Examinations passed at a satisfactory level for exemption do not count for credit.

Credit for Advanced Placement Examinations

Students entering under the Advanced Placement Program of the College Entrance Examination Board, and who make the scores specified by Wellesley College, will receive credit toward the B.A. degree, provided they do not register in college for courses which cover substantially the same material as those for which they have received Advanced Placement credit. Two units of credit will be given for each AP examination in which a student received a grade of 4 or 5 with the following exceptions: one unit of credit will be given for the Latin 4 examination; one unit of credit will be given in the Mathematics AB examination; one unit of credit for a score of 3 in the Mathematics BC examination. Not more than two units are credited in any one department.

Credit for Other Academic Work

Of the 32 units required for the degree of Bachelor of Arts, a student may earn a maximum of 16 units through a combination of the following: AP examinations; courses taken at another institution during the summer or the academic year; or study independent of Wellesley courses which is then evaluated by examination by a Wellesley department. (See Examinations.) Two units may be earned in summer school and two units for summer independent work. Eight units, in addition to summer school, may be earned through courses taken at another institution. Students, including transfer students, must complete 16 units at Wellesley. Candidates for the B.A. degree in the program for Continuing Education must complete a minimum of 8 units of work at the College.

Exemption from Required Studies

Students may be exempted from any of the studies required for the degree, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units for graduation. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

Such exemption may be achieved in one of two ways: a score of 4 (Honors) or 5 (High Honors) on the CEEB AP tests, *or* passing a special exemption examination. Permission for the exemption examination must be obtained from the class dean and the chairman of the department concerned. (See Examinations.) In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.

Acceleration

A few students complete all the requirements for the degree in less than the usual eight semesters. After two semesters at Wellesley, students who wish to accelerate should consult their deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements earlier.

The petition should include the month and year in which the degree requirements will be fulfilled, and all units that will be counted toward the degree.

Normally, a plan to accelerate must include eight units at Wellesley in two consecutive semesters during the junior and senior years. In accumulating units in addition to courses taken at Wellesley, an accelerating student may count:

1
Advanced Placement credit;
2
A maximum of two units earned in summer school;
3
A maximum of two units earned through independent study during the summer and validated at Wellesley; and
4
A maximum of two units of college or university credit earned prior to graduation from secondary school, which is not included in the units of secondary school work required for admission.

An accelerating student must maintain a C average at all times.

Research or Individual Study

Each academic department provides the opportunity for qualified students to undertake a program of individual study directed by a member of the faculty. Under this program an eligible student may undertake a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. The conditions for such work are described under the course numbered 350 in each department. Wellesley offers further opportunities for research and individual study. (See Honors in the Major Field.)

Freshman-Sophomore Colloquia

These colloquia give students the chance to work closely in small groups with individual faculty members. They are designed to provide the sort of educational experience which previously was enjoyed only by advanced students. They are similar to the seminars in that they stress independent work, discussion, and oral and written presentations.

Cross-Registration Program with the Massachusetts Institute of Technology

A program of cross-registration of students at Wellesley and the Massachusetts Institute of Technology was officially inaugurated in 1968-69. The program allows students to elect courses at the other institution, and extends the diversity of educational experiences available in the curricula and in the environments of both. The two schools combine their academic, extracurricular, and operational resources while maintaining the separate strengths, independence, and integrity of each institution.

A Wellesley student interested in exploring the possibilities of electing a specific course at MIT should consult the exchange coordinator, the department advisor, or the appropriate exchange program faculty advisor. Since the number of participants in the exchange is limited, upperclass students are given preference.

The Twelve College Exchange Program

Wellesley belongs to a consortium which includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Students in good standing may apply through the exchange coordinator for a limited number of places for a semester or full academic year in residence at any of the member institutions. The number of places is limited and admission is competitive. Preference is given to students planning to participate in their junior year.

The Junior Year Abroad

Qualified students may apply for admission to various groups spending the junior year in Europe and in other foreign countries. The Wellesley Slater Junior Year Abroad scholarships are available to juniors who have been accepted for programs approved by the Foreign Study Committee. The Stecher scholarship fund for the study of art abroad is awarded to qualified students who are eligible for financial aid. Candidates are selected by the Art Department Stecher Scholarship Committee and the Foreign Study Committee. Limited financial support for students wishing to spend the junior year in Africa or the Caribbean is provided by the Waddell Fund. The selection of recipients for awards from the three funds is made early in the second semester of the sophomore year on the basis of academic qualifications and faculty recommendations. The amount of each individual award is determined according to need. Information about these awards may be obtained from the Office of Foreign Study.

The Office of Foreign Study helps students with individual plans for study abroad, for example, applications for direct enrollment as visiting students in British universities.

The Spelman-Wellesley Experimental Exchange Program

The academic year 1974-75 marked the first year of an experimental student exchange between Wellesley and Spelman College in Atlanta, Georgia, historically the only Black liberal arts college for women. The experimental exchange is expected to continue in 1975-76, with a maximum of two full year students from each institution participating.

The program is open only to students in their junior year.

Summer Internships

The College sponsors a Washington Summer Internship Program which provides a unique opportunity for students to learn about the national government through direct participation in political activity. Interested juniors may apply for 15 available summer internships, in governmental and nongovernmental offices. Interns hold full-time jobs for ten weeks and also participate in evening seminars with guest speakers on governmental or political problems. Job assignments are made according to the interest of the student and the potential for learning. Recent assignments have included positions in congressional offices, in the Department of Justice, in the Department of Health, Education and Welfare, with the Federal Trade Commission, in the Office of the President, and with a major broadcasting system. Salaries are offered in some of these positions; the College provides stipends for students who hold nonsalaried positions.

In addition, the Wellesley Urban Politics Summer Internship Program offers juniors the opportunity to focus on some of the dilemmas of contemporary urban life. Students participating in this program spend ten weeks working for government agencies or private organizations in Boston or Los Angeles. Interns attend seminars and other meetings designed to stimulate analytical thinking about politics, government institutions, and public policy-making. Interns receive a stipend from the College.

The Internship Program in Economics, founded at Wellesley by the National Association of Business Economists, places qualified economics majors in salaried positions in private or public agencies in all parts of the country during the summer following the junior year. Students in this program carry out applied economic research under the direction of senior economists.

Community Involvement

Wellesley students can become involved in the greater Boston community in a variety of ways. Some of Wellesley's students choose to work in Roxbury or other communities where they can participate in legal aid, tutoring, and health services, or church work. A number of Wellesley students work with the City of Boston or the Town of Wellesley in various departments.

Credit may be given for supervised field work as a research component of some courses or independent study; in other instances, experience in the community forms part of the required work of courses dealing with social, political, or economic issues. Generally, students become involved in community work for many reasons besides the possibility of earning academic credit.

Credit for Summer School and Summer Independent Study

Some students undertake planned programs of summer independent study which they have designed with members of the faculty and their class dean. A student may earn up to two units of credit in this way. Other students attend summer school. The amount of summer school credit allowed toward the degree is limited to two units, and is not automatic. Students should consult their class deans and appropriate departments before enrolling in summer school courses for which they expect credit toward the Wellesley degree.

Summer Study Abroad

Students planning summer study in foreign countries should consult the Office of Foreign Study. Wellesley awards Slater and Stecher Summer Scholarships to students who need to have access to materials available only in foreign countries. First consideration is given to applicants whose summer studies are related to honors projects approved for the senior year. Waddell Summer Scholarships provide opportunities for students wishing to study in Africa or the Caribbean. An application for a Slater, Stecher, or a Waddell Scholarship requires the support of the student's major department and a statement from the financial aid officer showing what funds are needed to supplement the student's financial resources.

Academic Distinctions

Honors in the Major Field

Students who have shown marked excellence and an unusual degree of independence in their work may be invited to participate in the Honors Program, based on their record in the major field. Under this program an eligible student may be invited to undertake independent research or special study which will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of Honors in the Major Field.

Other Academic Distinctions

The College names to Freshman Honors those students who maintain high academic standing during the freshman year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the freshman year. Wellesley College Scholars have achieved high academic standing and Durant Scholars highest academic standing.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic achievement in college. Seniors who are majoring in the sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

On recommendation of the faculty, the trustees award the title of Trustee Scholar to four seniors who intend to pursue graduate studies. The awards are made on a competitive basis; the title is honorary. In cases of financial need stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications

and supporting credentials should be sent to the Secretary to the Committee on Graduate Fellowships by January 15.

Certain prizes have been established at the College for the recognition of excellence in a particular field. Each carries a small stipend or gift and usually bears the name of the donor or the person honored, and is awarded by the departments.

Leave of Absence

Recognizing that many students benefit educationally if they interrupt the normal sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester or as long as two years, and for a variety of reasons which may include study at another institution, work, travel, or other activities which meet personal needs. Application for leave of absence may be made to the class dean at any time after a student has completed at least one year at Wellesley.

To obtain permission to spend the year at another institution as nonmatriculated students or guests, students submit a detailed plan to the class dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four year program. Students must also submit a statement signed by the dean or registrar of the other institution recognizing their status as nonmatriculated students who will return to Wellesley to complete their work for the degree.

Withdrawal

Students who plan to withdraw must inform the class dean. A withdrawal form will then be sent to the parents or guardian for their signature. The official date of the withdrawal is considered to be the date upon which the student and the class dean agree and on which the withdrawal card is signed by the class dean. The withdrawal date is important in order to compute costs and possible refunds. For regulations concerning refunds, see p. 22. Students who have officially withdrawn from the College or have taken an official leave of absence for the current semester cannot remain in residence on campus.

The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, or for whom Wellesley may not have been the best choice. In such cases of involuntary withdrawal, which are rare, the official date of withdrawal is determined by the College.

Readmission

A student who has withdrawn from the College and wishes to return should apply to the Office of the Dean of Academic Programs for the appropriate forms. Readmission will be considered in the light of the reasons for withdrawal and reapplication, and in the case of resident students, available residence hall space. A nonrefundable fee of $15 must accompany the application form for readmission.

Career Preparation

A liberal arts education does not prepare a student for a specific career. It is intended to provide that broad background upon which a student depends in innumerable ways throughout a lifetime. The Wellesley curriculum provides a student with the opportunity to explore various fields of knowledge and to secure in-depth preparation in a specific major field. The student then can either begin a career or pursue further study in graduate school for more specialized professional work.

During the undergraduate years a student may meet the requirements for the degree of Bachelor of Arts and at the same time prepare to enter professional schools, for example, architecture, law, medicine, public health, social service, education. A sound education in the liberal arts is considered the best preparation for admission to most professional schools, but a student who is interested in any one of the professions should consult the class dean to plan a particular emphasis in the undergraduate program.

Information about many professions is maintained in the resources center in the Career Services Office. Students will find information about qualifying examinations, and catalogues containing the prerequisites for admission to a great number of professional schools.

For those students considering employment after graduation, the Career Services Office maintains files on the job opportunities in various business, health, educational, and social organizations. In addition, a recruiter schedule, job referral notices, and individual counseling sessions aid students in their job search.

Teaching in Secondary School

Some teaching positions in public as well as in private schools are open to college graduates without further study. Students who complete the course in supervised teaching and three other units of study in education and two in psychology are able to fulfill the minimum requirements for a teaching license in many states.

Students who wish to elect supervised teaching must have completed all requirements for distribution and the major (with the possible exception of one unit of independent study) by the end of the first semester of the senior year. With or without credit for Advanced Placement, this result can be achieved with careful planning.

A student who intends to teach should consult the chairman of the department of education about requirements for certification and ways of preparing to meet them as soon as possible.

College Teaching and Research

A student who wishes to enter college teaching and research will find that the undergraduate work of the College provides preparation for graduate study leading to advanced degrees in the arts and sciences. The student should consult the chairman of the major department or of the department in which a student wishes to pursue graduate study as early as possible for advice on which courses in the field and which foreign languages should be included in the undergraduate program. It should be noted that for graduate study in many fields a reading knowledge of two specified foreign languages is required. The student will find the class dean, the faculty advisor, the chairmen of departments, and the staff of the Career Services Office helpful in locating information about graduate schools.

Civil Service

A student wishing to qualify for examinations offered by the United States Civil Service Commission or various state and local civil service agencies should consult the Career Services Office about current requirements.

The Health Professions

In general, the minimum requirements for admission to recognized medical schools, dental schools, and other graduate schools in the health professions can be met by 4 units in chemistry, 2 units in physics, 2 units in biology, and 2 units in English. Some medical schools require 2 units in mathematics, and some also advise study in the behavioral sciences. Because there is some variation in minimum requirements, students should consult the most recent editions of *Medical School Admissions Requirements* and *Admission Requirements of American Dental Schools* which are available in the Career Services Office.

Most students planning to study medicine or dentistry elect premedical sciences in the freshman year, and many then choose to major in one of these sciences. However, premedical and predental students are free to major in any field, provided they fulfill the minimum requirements for admission. All medical and dental schools recognize the importance of a liberal arts education as preparation for a medical career and accept qualified applicants regardless of their undergraduate major. For other areas in the health professions, a major in one of the sciences or social sciences may be advisable.

Material, prepared for students interested in the health sciences, is available from the Career Services Office upon request and should be helpful to those seeking more specific advice. In addition, the chairman and members of the Premedical Advisory Committee will be glad to discuss curricular problems with the students who are considering one of the health professions. Premedical and predental students should contact the premedical advisor early in their college years.

Continuing Education

The Continuing Education Program is normally for women 25 years of age or older or whose education has been interrupted for five or more years prior to the date of application.

This nonresidential program enables students to enroll either part-time or full-time. They attend classes with Wellesley undergraduates and take the same courses.

The majority of Continuing Education students resume study toward the Bachelor of Arts degree; others who have undergraduate degrees may need further training or reeducation in preparation for a career or graduate study; others may simply wish to explore a new field. Continuing Education students who are candidates for the B.A. degree must complete a minimum of 8 units of work at the College.

COURSES OF INSTRUCTION

A semester course which carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the sciences. Classes are scheduled from Monday morning through late Friday afternoon; examinations may be scheduled from Monday morning through late Saturday afternoon.

Prerequisites are given in terms of Wellesley courses, exemption examinations, AP scores, and "admission units." Admission units refer to the secondary school credits acquired in various precollege courses.

Freshman-Sophomore Colloquia

Directions for Election

The colloquia (150 courses) are designed for freshmen and sophomores who are interested in concentrated study of a significant well-defined topic. They offer students the opportunity to work in small groups in close association with faculty members. Most are open without prerequisite although a few presuppose some earlier study of the field either in secondary school or in a college course. They are similar to seminars in method and approach in that they stress independent work, discussion, and student reports.

Each colloquium counts as one unit. Each may be elected to satisfy in part one of the distribution requirements. Since enrollments are limited, students ordinarily may not enroll in more than one colloquium. They may, however, apply for more than one, indicating their preference.

Incoming freshmen may obtain application forms from the class dean, sophomores from the department chairman. If a colloquium is oversubscribed the chairman or instructor, in consultation with the class dean, will decide which applicants will be accepted.

In 1975-76 colloquia are offered by the following departments: Black Studies, English, History, Philosophy, and Religion and Biblical Studies.

Legend

Courses numbered:

100-199
Grade I courses

200-299
Grade II courses

300-380
Grade III courses

(1)
Offered in first semester

(2)
Offered in second semester

(1) (2)
Offered in both semesters

(1-2)
Continued throughout the academic year. Unless specifically stated, no credit is awarded unless both semesters are completed satisfactorily.

1 or 2
Units of credit

•
Absent on leave

•1
Absent on leave during the first semester

•2
Absent on leave during the second semester

*
Offered in alternate years. Note: Unless specifically stated such courses will be offered in 1975-76.

3
Part-time instructor

[ ]
Numbers in brackets designate courses listed only in earlier catalogues.

ART

History of Art

Professor:
O'Gorman

Associate Professor:
Moffett•, Wallace, Anderson, Rayen, Fergusson (Chairman), Yarde

Assistant Professor:
Janis, Clapp, Marvin•, Lyndon, MacNeil[3], Larrabee, Sokoloff, Friedman[3]

Instructor:
Solomon[3], Carroll, Yegul

Lecturer:
Gabhart

The Department of Art offers courses in the history of art and in studio art. Some of the courses in art history include laboratory work in one or more media with which the course is concerned. One of the studio courses, 204, is a survey of the techniques of painting from the Middle Ages to the present, and is required of all art majors. The department believes that laboratory training has great value in developing observation and understanding of artistic problems. For students majoring in history of art, however, no particularly artistic aptitude is required, and the laboratory work is adjusted to the student's ability.

An art major may either concentrate in history of art or in studio art.

100 (1-2) Introductory Course
1 or 2
A foundation for further study in the history of art. The major styles in western architecture, sculpture, and painting from ancient Greece through the 19th century are presented in lectures and in conference sections. Simple laboratory work requiring no previous training or artistic skill planned to give the student a greater understanding of artistic problems. One unit of credit may be given for the first semester.
Open only to freshmen and sophomores.

The Staff

200 (1) Classical Art
1
Topic for 1975-76: Art in the cities of the Roman Empire. The design of Roman cities and the buildings in them as well as the public and private monuments which illustrate the character of Roman taste.
Open to sophomores, juniors, and seniors who have taken 100 (1) or 215, or by permission of the instructor.

Mr. Yegul

201 (2)* Near Eastern and Bronze Age Art
1
The art and archaeology of the eastern Mediterranean from 3000 B.C. to 1200 B.C. The interrelations of the cultures of Egypt, Mesopotamia, Minoan Crete, Mycenaean Greece, and their neighbors will be studied.
Open to sophomores, juniors, and seniors without prerequisite and to freshmen by permission of the instructor.

Not offered in 1975-76.

Miss Marvin

202 (2) Medieval Sculpture and Painting
1
A survey of the major monuments of sculpture, manuscript and fresco painting in France and England during the Romanesque and Gothic periods with particular emphasis on the context of use, the formation of workshops, and the development of programs.
Open to freshmen and sophomores who have taken 100 (1), and to juniors and seniors without prerequisite.

Mr. Fergusson

203 (1) Medieval Architecture
1
The architecture of western Europe from the Fall of Rome to the beginning of the Renaissance with particular concentration on the great Romanesque and Gothic monuments. Occasional conferences.
Open to sophomores who have taken 100 (1), and to juniors and seniors without prerequisite.

Mr. Fergusson

215 (1) European Art to the Renaissance
1
The major movements in architecture, sculpture, and painting from classical antiquity to c. 1400. Students attend course 100 lectures and have the option of attending course 100 conferences. Reading and paper assignments differ from those of 100. Students will be assigned staff advisors.
Open only to juniors and seniors who have not taken 100.

The Staff

216 (2) European Art from the Renaissance through the Nineteenth Century
1
Western art from the Renaissance through the 19th century with emphasis on painting, sculpture, and architecture. Students attend course 100 lectures and have the option of attending course 100 conferences. Reading and paper assignments differ from those of 100.
Prerequisite: same as for 215.

The Staff

219 (1) Painting and Sculpture of the Nineteenth Century
1
A study of the painting and sculpture of the 19th century in Europe with an emphasis on France. Special emphasis on the relationship of academic ideals to emerging individualism and to the social context of style. Topic for 1975-76: Painting and sculpture from 1750 to 1860. Topic for 1976-77: Painting and sculpture from 1860 to 1906.
Open to sophomores who have taken 100 (1) and (2), by permission of the instructor to freshmen who are taking 100, and to juniors and seniors without prerequisite.

Ms. Janis

220 (1) Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe
1
A study of Italian and Spanish painting and sculpture from early Mannerism through the late Baroque. Among the principal artists studied are Michelangelo, Il Rosso Fiorentino, Pontormo, Parmigianino, Tintoretto, El Greco, the Carracci, Caravaggio, Bernini, Pietro da Cortona, Ribera, Velásquez, Tiepolo.
Open to sophomores who have taken 100 (1) and (2), and to juniors and seniors without prerequisite.

Mr. Wallace

221 (2) Painting and Sculpture of the Seventeenth and Eighteenth Centuries in Northern Europe
1
Flemish, Dutch, French, and German painting and sculpture of the 17th century with emphasis on Rembrandt and Rubens. French and English painting and sculpture of the 18th century.
Prerequisite: same as for 220.

Mr. Wallace

224 (1) Modern Art
1
The major developments in painting and sculpture from the beginning of the century to the present in Europe and the United States.
Prerequisite: 100 (1) and (2), or 216, or 219, or permission of the instructor.

Mrs. Solomon

226 (1) History of Afro-American Art
1
A survey of Afro-American art from colonial times to the present. Special attention will be given to the relationship between Afro-American art and social and cultural conditions in America.
Open to all students.

228 (2) Nineteenth and Twentieth Century Architecture
1
A survey of the major movements in architecture in Europe and the United States from Neo-Classicism to the present.
Prerequisite: same as for 220.

231 (1) American Art from Colonial Times to the Civil War
1
A survey of American painting, sculpture, and architecture from the colonial period to the Civil War. Attention given to the relationship between art and the social history and literature of the time. Not open to students who have taken [225].
Prerequisite: same as for 220.

232 (2) American Art from the Civil War to the Foundation of the New York School
1
American painting, sculpture, and architecture from the Civil War to the foundation of the New York School. Attention given to the relation between art and the social history and literature of the time. Not open to students who have taken [225].
Prerequisite: same as for 220.

248 (1) Chinese Art
1
Survey of the major artistic traditions of China through monuments of the Bronze Age, Buddhist sculpture and painting from the Han to the Ch'ing Dynasty.
Open to sophomores, juniors, and seniors who have taken one unit in the history of art; or History 271 or 275 or 276 or 338 or 339 or 346; or Religion 253; or by permission of the instructor.

Mrs. Clapp

249 (2) Far Eastern Art
1
Topic for 1975-76: Japanese art. An introduction to the sculpture and pictorial arts of Japan from the early Buddhist period through the 18th century woodblock print. Topic for 1976-77: Indian art. A survey of the architecture and sculpture of Buddhism and the Hindu dynasties in India, Southeast Asia, Tibet, and Nepal.
Prerequisite: same as for 248.

Mrs. Clapp

251 (2) Italian Renaissance Art
1
Painting and sculpture in Italy in the 15th and 16th centuries. Special attention given to major masters and monuments, with emphasis on the general artistic principles of Early and High Renaissance in Florence, Rome, and northern Italy. Analysis of patronage and changing cultural and aesthetic ideals in the Renaissance period.
Prerequisite: same as for 220.

Mrs. Anderson

254 (2)* Art of the City: Medieval, Renaissance, and Baroque
1
Aspects of the history of urban form, and of art in public areas of the city in the medieval, Renaissance, and Baroque periods. Analysis of various urban types such as medieval market towns, ideal city plans in the Renaissance, and innovations in city planning in the 17th century. Attention will be given to sculptural programs designed to enhance public spaces and buildings.
Open to sophomores who have taken 202, or 203, or 220, or 251, and to juniors and seniors without prerequisite.

Not offered in 1975-76.

Mrs. Anderson

302 (1)* Italian Painting: The Fourteenth and Fifteenth Centuries
1
A study of selected artists whose work significantly illustrates the character of the late medieval and the early Renaissance styles.
Open to sophomores who have taken 251, to juniors and seniors who have taken or are taking one Grade II unit in the department, or by permission of the instructor.

Mrs. Anderson

304 (1)* Late Medieval and Renaissance Sculpture
1
A study of major sculptors from the 14th century to the end of the 16th century with emphasis on Italy and the work of Giovanni Pisano, Donatello, Ghiberti, and Michelangelo.
Prerequisite: same as for 302.

Not offered in 1975-76.

Mrs. Anderson

305 (1) The Graphic Arts
1
The graphic arts from the Renaissance to the present. Emphasis on the styles of Dürer, Rembrandt, and Goya. Special attention given to the influence of technique upon style. Laboratory instruction in the processes of woodcut, engraving, etching, lithography. Visits to collections.
Open only to seniors.

Mrs. Carroll, Mrs. Lyndon

306 (2) History of Photography
1
A survey of photography in France, England, and the United States in the 19th and 20th centuries. Topics will include styles of individual photographers and movements, the problem of style in photography, and the reciprocal relationship between photography and the graphic arts.
Open only to juniors and seniors who have taken 219 or 305 or [306 (1)].

Ms. Janis

308 (2) Renaissance and Baroque Architecture
1
The Early and High Renaissance, Mannerist, and Baroque styles of the 15th through the 18th centuries, with particular emphasis on Italy.
Prerequisite: same as for 302.

Mrs. Friedman

311 (2)* Painting of Northern Europe
1
Painting in the period from the late 14th century through the early 16th century in France, Germany, and the Low Countries. Emphasis on aspects of International Gothic style painting and miniatures; on the Flemish painters Campin, van Eyck, van der Weyden, and van der Goes; and on Dürer.
Open to sophomores who have taken 202 or 251; to juniors and seniors who have taken or are taking one Grade II unit in the department, or by permission of the instructor.

Mrs. Carroll

312 (2) Problems in Nineteenth and Early Twentieth Century Art
1
A study of special problems of interpretation in 19th and early 20th century art. Romantic imagery, interpretations of Manet, photography and painting, historicism, origins of abstraction. Emphasis on extensive reading and class discussion.
Prerequisite: 219 or permission of the instructor.

Ms. Janis

320 (1) American Painting
1
Intensive study of a specific topic in American 19th century painting, such as American landscape painting.
Prerequisite: 100 (1) and (2), or 216, and 231 and 232, or permission of the instructor.

Mr. O'Gorman

325 (1) British Art of the Late Eighteenth and Early Nineteenth Centuries
1
A study of the relationship of art and aesthetic theory, contemporary developments on the Continent, and the genesis of Romanticism and Neo-Classicism.
Prerequisite: same as for 220.

Mrs. Friedman

330 (2) Seminar. Italian Art
1
Topic for 1975-76: Art and culture at a Renaissance court. The seminar will concentrate on the court of Ferrara and the patronage of the Este family in the 15th and early 16th centuries. Consideration of historical, literary, and musical topics is planned in addition to the major emphasis on the visual arts. Commissions to artists such as Alberti, Pisanello, Tura, and Titian will be studied, and there will be some attention to the poetry of Ariosto and to humanist writings of the period.
Open to juniors and seniors by permission of the instructor.

Mrs. Anderson, Mr. Edwards

331 (2)* Seminar
1
Normally a different topic each year.
Prerequisite: same as for 330.

Not offered in 1975-76.

332 (2)* Seminar. Medieval Art
1
Intensive study of either one problem or a series of related problems in medieval painting or sculpture.
Open by permission of the instructor to juniors and seniors who have taken 202 or 203.

Not offered in 1975-76.

Mr. Fergusson

333 (1) Seminar. Baroque Art
1
Problems of style, connoisseurship, and iconology in 17th century art concentrating on major Italian or northern Baroque masters.
Open by permission to juniors and seniors who have taken 220 or 221.

Mr. Wallace

334 (2) Seminar. Baths and Bathing in Antiquity
1
Topic for 1975-76: A study of the forms and architecture of baths with particular emphasis on Roman Imperial thermae as a reflection of the changing traditions and cultural significance of bathing in Antiquity.
Prerequisite: at least one Grade II unit of ancient art, ancient history, or archaeology.

Mr. Yegul

335 (2) Seminar. Selected Problems in the History of Art
1
Intensive study of either one problem or a series of related problems in 20th century painting.
Open by permission of the instructor.

336 (2) Seminar. Museum Problems
1
An investigation of the history and structure of the museum, the philosophy of exhibitions and acquisitions, and the role of the museum in modern society, combining the theory and practice of all aspects of museum work. Problems of conservation, exhibition, acquisition, publication, and education will be discussed. If the museum schedule permits, students will be involved in the planning and mounting of an exhibition. Visits to museums and private collections in the area will be arranged.
Open by permission of the instructor to juniors and seniors.

Ms. Gabhart

337 (2)* Seminar. Chinese Art
1
Topic for 1975-76: Painting of the Ming Literati.
Open by permission of the instructor to juniors and seniors who have taken 248.

Mrs. Clapp

340 (2) Seminar. American Art
1
Topic for 1975-76: American Architecture from the Civil War to World War I.
Open only to juniors and seniors who have taken 231 or 232 or 320.

Mr. O'Gorman

345 (1) (2) Seminar. Historical Approaches to Art for the Major
1
Comparative study of the major art historical approaches and their philosophical bases: connoisseurship, iconography, theories of the evolution of art, theories of style, psychoanalysis and art, psychology of perception, and theories of art criticism. Strongly recommended to all art majors.
Open to juniors and seniors who have taken or are taking one Grade II unit in the department.

Ms. Janis, Mrs. Carroll

350 (1) (2) Research or Individual Study
1 or 2
Open to qualified students by permission of the instructor and the chairman of the department.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

380 (2) Mini Courses
½
Intensive six-week study of a specialized topic in medieval or classical art. One unit of credit will be given for two mini courses; no credit will be given for one mini course.

Not offered in 1975-76.

Directions for Election

History of Art
An art major concentrating in history of art must elect both semesters of 100 (unless an exemption examination is passed), 204, and at least five further units in history of art. For distribution, students must elect at least one unit each in three of the following six areas of specialization: ancient, medieval, Renaissance, Baroque and 18th century, 19th and 20th centuries, nonwestern art. Art 345 and 305 may not be used to meet this distribution requirement. If approved by the chairman, courses elected at other institutions may be used to meet the distribution requirement. Although the department does not encourage overspecialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area, for example, medieval art or oriental art. Students interested in such a plan should consult the chairman of the department as early in the freshman or sophomore year as possible.

Students planning to major in history of art should plan to take 204 in the second semester of the sophomore year or in the first semester of the junior year.

Art 345 is strongly recommended for all majors, especially those who are considering graduate study in history of art.

A reading knowledge of German and French, or Italian, is strongly recommended for majors.

A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts. These are held in the museum and use objects from the collection for study. Details of the program and of the seminars to be offered this academic year are available from the chairman.

Students interested in graduate study in the field of conservation of works of art should consult with the chairman of the department regarding chemistry requirements for entrance into conservation programs. Ordinarily at least two semesters of chemistry at the college level should be elected.

The attention of students is called to the interdepartmental major in classical and Near Eastern archaeology, and in medieval/renaissance studies.

In order to receive credit for studio courses, except 108 and 208, at least two units in the history of art must also be elected. The department recommends that the units in the history of art precede or be elected concurrently with the studio courses.

105 (1) (2) Introductory Drawing
1
Introductory drawing with emphasis on basic forms in spatial relationships. Stress on the essential control of line in a variety of media. Four periods of class instruction and four of studio practice.
Open to sophomores, juniors, and seniors, and by permission to freshmen who have studied art before entering college.

Mr. Rayen, Mr. Larrabee, Mr. Sokoloff, Mrs. Lyndon

108 (1) (2) Introductory Photography
1
Photography as a means of visual communication. Problems dealing with light, tonal values, two- and three-dimensional space, documentary and aesthetic approaches to the medium. Emphasis on printing and critical analysis of photographs. Four periods of class instruction. Limited enrollment.
Open by permission of the instructor.

Mrs. MacNeil

204 (1) (2) General Techniques Course
1
A survey of significant technical material related to the history of western painting from the Middle Ages to the modern period. Included are laboratory problems of purely technical nature requiring no artistic skill.
Open to other students who are taking Grade II or Grade III art history courses. Required of all art majors.

Mr. Rayen, Mr. Larrabee, Mr. Sokoloff, Mr. Yarde

205 (1) (2) Introductory Painting
1
A study of basic forms in plastic relationships in a variety of media. Four periods of class instruction.
Prerequisite: same as for 105.

Mr. Rayen, Mr. Larrabee

207 (1) Introductory Sculpture
1
Analysis of forms using clay and direct plaster to study closely the distribution of weight and volume in space and light. Additional weekly assignments involving three-dimensional analyses and constructions in paper. Four periods of class instruction. Studio fee for materials: $20.
Prerequisite: same as for 105.

Mrs. Lyndon

208 (2) Advanced Photography
1
The development of one's personal photographic vision through intensive technical and aesthetic studies in photography. Independent projects in which students are encouraged to combine studies in photography with work in related disciplines such as history, philosophy, creative writing, psychology. Study of the work of master photographers, writings on photography, and discussions with lecturers from various disciplines. Four periods of class instruction. Limited enrollment.
Prerequisite: 108 or permission of the instructor.

Mrs. MacNeil

209 (2) Design I
1
Basic problems in two and three dimensions stressing texture and composition. Four periods of class instruction.
Prerequisite: 105 or 205 or permission of the instructor.

Mr. Yarde

210 (1) Design II: Color
1
Basic problems in the interaction of color. Four periods of class instruction.
Prerequisite: same as for 209.

Mr. Rayen

212 (2) Printmaking
1
A study of raised image and intaglio printmaking including woodcut, etching, aquatint, and engraving. Four periods of class instruction. Studio fee for materials: $20.
Prerequisite: 105.

Mrs. Lyndon

214 (2) Calligraphy
1
For description and prerequisite see Experimental 214.

307 (2) Advanced Sculpture
1
Problems in sculptural composition, both representational and abstract. Exploration of various media including plaster, wood, and metals. Technical considerations include basic shop procedures and use of power tools. Four periods of class instruction. Limited enrollment. Studio fee for materials: $20.
Prerequisite: 207 or permission of the instructor.

Mrs. Lyndon

314 (1) Advanced Drawing
1
Problems dealing with the realization through graphic media of form, light, and volume. Students will be required to establish and work out an individual project during the second part of the course. Four periods of class instruction.
Prerequisite: 105.

Mr. Sokoloff

315 (1) Advanced Painting
1
Continuing problems in the formal elements of pictorial space, including both representational and abstract considerations in a variety of media. Four periods of class instruction.
Prerequisite: 105 and 205.

Mr. Yarde

316 (2) Life Drawing
1
Intensive analysis of anatomy, perspective, composition, chiaroscuro, with direct visual observation of the model. Four periods of class instruction.
Prerequisite: 105.

Mr. Yarde

317 (2) Seminar. Problems in the Visual Arts
1
A concentrated study of individual problems in the visual arts in a variety of media. Students will be required to formulate a specific project to pursue throughout the semester. Emphasis is given to class discussions and criticisms on a regular weekly basis.
Prerequisite: 314 or 315.

Mr. Sokoloff

350 (1) (2) Research or Individual Study
1 or 2
Open to qualified students by permission of the instructor and the chairman of the department.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

Directions for Election

Studio Art
An art major concentrating in studio art must elect 100, 105, 204, and at least four additional Grade II or Grade III units in studio art.

ASTRONOMY

Professor:
Birney•

Associate Professor:
Adler

Assistant Professor:
Dinger, Little

103 (1) (2) Introduction to Astronomy
1
Relationships of earth and sky; the solar system, stars, and galaxies. Two periods of lecture and discussion weekly with a third period every other week; laboratory in alternate weeks, and unscheduled evening work at the Observatory for observation and use of the telescopes.
Open to all students.

The Staff

112 (2) Evolution: Change through Time
1
For description and prerequisite see Experimental 112.

200 (2)* Modern Physics
1
For description and prerequisite see Physics 200.

201 (1) Techniques of Intermediate Calculus
1
For description and prerequisite see Mathematics 201.

202 (1) Optical Physics
1
For description and prerequisite see Physics 202.

203 (2) Recent Developments in Astronomy
1
Contemporary problems in optical, radio, and space astronomy. Astronomical observations from outside the earth's atmosphere. Radio galaxies and quasars.
Prerequisite: 103.

Mr. Adler

204 (1) Stellar and Galactic Astronomy
1
Selected topics of fundamental importance in astronomy will be discussed in depth. Not open to students who have taken [104].
Open to students who have taken 103 and are familiar with trigonometric functions.

Miss Dinger

206 (1) Basic Astronomical Techniques I
1
Visual and photographic use of the telescopes. Optics applied to astronomical instruments. Astronomical coordinate systems. Spherical trigonometry. Conversion of time and use of Ephemeris. Star catalogs. Quantitative classification of stellar spectra.
Prerequisite: same as for 204.

Mr. Adler

207 (2) Basic Astronomical Techniques II
1
Measurement of stellar radial velocities. Photoelectric and photographic photometry. Applications of the Method of Least Squares and statistical methods. The semester's work includes an independent project at the telescope.
Prerequisite: 206 and Mathematics 111. Prerequisite or corequisite: [104] or 204.

Mr. Adler

216 (2) Applications of Mathematics to the Physical Sciences I
1
For description and prerequisite see Extradepartmental 216.

217 (1) Applications of Mathematics to the Physical Sciences II
1
For description and prerequisite see Extradepartmental 217.

302 (2) Galactic Structure
1
Distribution and kinematics of the stellar and nonstellar components of the galaxy. Galactic rotation, problems of spiral structure, the galactic nucleus, the halo.
Prerequisite: [104] or 204, and 201 or 216 (2) or Mathematics 208.

304 (1)* Introduction to Astrophysics
1
The physical nature of the sun and stars derived from analysis of their spectra.
Prerequisite: same as for 302.

349 (2)* Selected Topics
1
Intensive study of a specific field.
Prerequisite: same as for 302.

Miss Dinger

350 (1) (2) Research or Individual Study
1 or 2
Open to juniors and seniors by permission.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

The following courses form the minimum major: [104] or 204, 207, 216, 302; Physics 200, 202; and two additional Grade III units in astronomy or physics. Extradepartmental 110 is strongly recommended. In planning a major program students should note that some of these courses have prerequisites in mathematics and/or physics. Additional courses for the major may be elected in the departments of physics, mathematics, and astronomy.

A substantial background in physics is required for graduate study in astronomy.

A student planning to enter graduate school in astronomy should supplement the minimum major with courses in physics, including Physics 306 and, if possible, other Grade III work. The student is also urged to acquire a reading knowledge of French, Russian, or German.

See p. 37 for a description of Whitin Observatory and its equipment.

An early chemistry laboratory.

BIOLOGICAL SCIENCES

Professor:
Fiske, Widmayer

Associate Professor:
Coyne (Chairman), Allen•

Assistant Professor:
Dobbins, van der Laan, Machtiger, Sanford, Busch, Banerjee, Webb, Weathers[3]

Laboratory Instructor:
Muise, Dermody

Laboratory of Electron Microscopy
Professor:
Padykula, Gauthier

Unless otherwise noted all courses meet for five periods of lecture, discussion, and laboratory weekly, except for seminars that meet for two periods.

100 (1) Multicellular Plants and Animals
1
Major biological concepts emphasizing relationships between structure and function through examination of selected plant and animal systems.
Open to all students except those who have taken [103] or [105].

The Staff

101 (2) Cell Biology and Microbial Life
1
Plant, animal and microbial cell structure, chemistry and function. Growth and reproduction of cells, energy relationships and genetics. Activities of microorganisms in their natural habitats.
Open to all students except those who have taken [104] or [106] or [107].

The Staff

108 (2) Horticultural Science
1
Fundamentals of cultivation and propagation of plants, the effects of chemical and environmental factors on their growth, and methods of control of pests and diseases. Laboratory includes work in the field and in the greenhouses. Not to be counted toward the minimum major in biological sciences.
Open to all students except those who have taken [208].

Mr. Dobbins, Mr. Sanford

109 (1) Human Biology
1
Study of anatomy and physiology of man. Some work on human genetics, population control, nutrition, and immunology. Two lectures weekly with a double period every other week for demonstration-discussions. Does not meet the laboratory science distribution requirement. Will not count toward the minimum major in biological sciences.
Open to all students except those who have taken 100 or [105].

Mrs. Coyne

112 (2) Evolution: Change through Time
1
For description and prerequisite see Experimental 112.

200 (2) Cellular Physiology
1
Intensive study of cell function, physical characteristics of cells, energy metabolism and metabolic pathways, irritability of cells, membranes and membrane transport, evolution of enzyme systems, control mechanisms. Students intending to major should elect this course as soon as possible.
Prerequisite: 100 and 101 and one unit of college chemistry.

Mr. Machtiger, Mrs. Banerjee .

201 (1) Introductory Ecology
1
An introduction to ecosystem structure and development, including population and community ecology, intraspecific and interspecific relationships among organisms, and biogeography. Emphasis on evolutionary aspects of ecology. Laboratory emphasis on field work and reduction and presentation of quantitative data.
Prerequisite: 100 or permission of the instructor.

Mr. van der Laan, Mr. Sanford

202 (1) Comparative Anatomy
1
Comparative anatomy of the chordates with emphasis on evolutionary trends within the vertebrate group. Dissection of representative forms including the dogfish and the cat.
Open to students who have taken 100 or [105] and to juniors and seniors without prerequisite.

205 (1) Genetics
1
Principles of inheritance, structure and function of hereditary informational molecules, application of genetic principles to biological problems. Laboratory and lecture material selected from plant, animal, microbial, and human studies. Students intending to major should elect this course before entering Grade III work.
Open to students who have taken 101 or by permission of the instructor.

Miss Widmayer, Mrs. Dermody

206 (1) Histology-Cytology I: Cell and Tissue Structure
1
The microscopic organization of animal cells and tissues. Ultrastructural and cytochemical features considered, especially in relation to functional activity. Laboratory study includes direct experience with selected histological and histochemical techniques.
Prerequisite: 101 or Biological Sciences [106] or [107].

Ms. Padykula, Ms. Gauthier

207 (1) Nonvascular Plants
1
Morphology, taxonomy, and evolutionary relationships of representative fungi, algae, lichens, liverworts, and mosses. A field collection with concomitant identifications required. Laboratory includes microscopic observations of a diversity of genera and culturing of selected specimens.
Prerequisite: 100 or the equivalent or [103] or permission of the instructor.

Mr. Sanford

209 (1) Microbiology
1
Introduction to bacteriology, virology, and immunology. A detailed consideration of biological principles which characterize the microbial world. The microbiology of infectious disease and unique features of microorganisms will also be considered.
Prerequisite: 200 or 205. Chemistry 211 is strongly recommended.

Mr. Machtiger

210 (2) Invertebrate Zoology
1
Comparative study of the major invertebrate groups emphasizing evolutionary trends and adaptations to the environment.
Prerequisite: 100 or [105].

Mr. van der Laan

211 (1)* Developmental Plant Anatomy
1
Structure and function of cells, tissues, and organs comprising the plant body. Developmental aspects are utilized to enhance the understanding of plant structure and its variability. Investigations of plants in the laboratory, greenhouses, and growth chambers. Laboratory includes basic microtechnique, light microscopy, and photomicrography. Not open to students who have taken [203].
Prerequisite: same as for 207.

Mr. Dobbins

212 (1)* Vascular Plants
1
Basic morphological and phylogenetic relationships including aspects of reproduction, embryology, and modification of vegetative parts between psilopsids, lycopsids, ferns, and seed plants. Laboratory includes observation of living and prepared plant specimens in the field and in the greenhouses. Not open to students who have taken [203].
Prerequisite: same as for 207.

Not offered in 1975-76.

Mr. Dobbins

213 (2) Neurobiology. The Biological Bases of Behavior
1
An approach to the study of animal behavior emphasizing functions of the vertebrate brain. Topics will include functional and correlative neuroanatomy, behavioral observation techniques, and experimental procedures for the study of brain function and behavior.
Prerequisite: 100 or 109.

Mr. Busch

221 (1) (2) Biochemistry I
1
For description and prerequisite see Chemistry 221.

302 (2) Animal Physiology
1
Study of function of organ systems in animals. Emphasis on the vertebrates.
Prerequisite: 200 and two units of college chemistry, or permission of the instructor.

Mrs. Coyne, Mr. Busch

303 (1) Plant Physiology
1
Physiology of plant growth considering hormones, reproduction, mineral nutrition, water relations, photosynthesis, and other selected topics. Experimentation in the laboratory, greenhouses, and controlled environment chambers.
Prerequisite: same as for 302.

Mrs. Banerjee

304 (2) Histology-Cytology II: Structure of Organ Systems
1
Analysis of the microscopic organization of organ systems, particularly those of the mammal. Detailed examination of selected specialized cells; the relationship of ultrastructural and cytochemical features to characteristic physiological processes.
Prerequisite: 206.

Ms. Padykula, Ms. Gauthier

305 (2) Seminar. Genetics
1
Cytological and biochemical aspects of gene structure and function, mutational and recombinational processes, problems of cellular differentiation.
Prerequisite: 205, and either 200 or Chemistry [201] or 211, or permission of the instructor.

Miss Widmayer

306 (2) Embryology
1
Ontogenetic development in chordates and related forms: fertilization, cleavage, differentiation, organogenesis, metamorphosis, and growth phenomena. Maintenance of pregnancy in mammals. Laboratory emphasis on topographic anatomy and experimental procedure.
Prerequisite: 205 and permission of the instructor. 202 is strongly recommended.

307 (1)* Advanced Ecology
1
In-depth study of population dynamics, speciation, competition, and pollution. Extensive readings in primary source material. Laboratory and field studies.
Prerequisite: 201 or permission of the instructor.

Mr. van der Laan

308 (2) Plant Morphogenesis
1
Experimental study of internal and external factors affecting the development of form. Emphasis is placed on cellular differentiation and organogenesis. Tissue culture and preparation of tissues for cytochemical and microscopic study.
Prerequisite: 200, and either [203] or 207 or 211 or 212.

Mr. Dobbins

309 (1)* Plant Ecology
1
Investigation of individual plant species and vegetation in relation to environmental factors. Principles of vegetational structure, composition, and classification, utilizing the local flora, and vegetation types. Laboratories include field work, plant collections, and aspects of physiological ecology.
Prerequisite: 201 or permission of the instructor.

Not offered in 1975-76.

Mr. Sanford

312 (2) Seminar. Endocrinology
1
Selected topics on the regulation and action of hormones, neurohormones, and pheromones in vertebrates. Emphasis on the study of current literature.
Prerequisite: same as for 305. 302 is strongly recommended.

Mrs. Fiske

313 (1) Microbial Physiology and Cytology
1
Microorganisms used as model systems for the study of cellular growth and its physiological basis, metabolic patterns, biochemical genetics, and relation of structure to function.
Prerequisite: same as for 305. 209 is strongly recommended.

Not offered in 1975-76.

Mrs. Allen

314 (1) Seminar. Topics in Microbiology
1
Topic for 1975-76: Pathogenic microbiology and immunology. The biology of microbial pathogens and the diseases which they cause. Nature and function of the immune system. Interactions between pathogen and host defenses leading to development of infection and recovery from disease. Topic for 1976-77: Virology. Nature of viruses, the biology of their replication and the interactions between virus and host cell.
Prerequisite: 200, 205, 209 and Chemistry 211. It is strongly recommended that Chemistry 221 be taken as a prerequisite or corequisite.

Mr. Machtiger

319 (1) Advanced Cytology: Biological Ultrastructure
1
Introduction to the principles and major procedures of electron microscopy. Emphasis on interpretation of ultrastructural and cytochemical features of cellular components, particularly as related to functional activity. A knowledge of the basic principles of biochemistry strongly recommended.
Prerequisite: 304 and either Chemistry [201] or 211, and permission of the instructor.

Ms. Padykula, Ms. Gauthier

326 (2) Biochemistry II
1
For description and prerequisite see Chemistry 326.

330 (2) Seminar
1
Topic for 1975-76: Marine biology. Emphasis on ecological and zoological aspects.
Open to juniors and seniors by permission of the instructor, and to others who have taken two units of biology by permission of the instructor.

Mr. van der Laan

331 (1) Seminar
1
Topic for 1975-76: Microtubles.
Prerequisite: 200 and 205.

Mrs. Banerjee

350 (1) (2) Research or Individual Study
1 or 2
Open to juniors and seniors by permission.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

Directions for Election

A major in biological sciences must include two Grade I units or their equivalent, 200 and 205, which should be taken before declaring the major or before electing Grade III work, and at least two Grade III units in biology taken at Wellesley College. For members of the Class of 1976 and thereafter, one of these Grade III units, exclusive of 350 or 370 work, must require laboratory experience. Two units of chemistry are also required. Additional chemistry is strongly recommended or required for certain Grade III courses.

Courses 108 and 109 do not ordinarily count toward the minimum major in biological sciences, but they do fulfill the College distribution requirements for the degree; 108 as a laboratory science; 109 as a nonlaboratory science course. Independent summer study and courses in biochemistry will not count toward the minimum major.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or microorganisms. A broad training in the various aspects of biology is recommended.

Students interested in an interdepartmental major in molecular biology are referred to the section of the Catalogue where the program is described. They should consult with the director of the molecular biology program.

Students planning graduate work are advised to take calculus and statistics, the recommended chemistry and two units of physics, and to acquire a reading knowledge of one or more of the following languages: French, German, Russian. They should consult the catalogues of the schools of their choice for specific requirements.

Premedical students are referred to the requirements given on p. 48.

BLACK STUDIES

Associate Professor:
Martin, Scott (Chairman)

Assistant Professor:
Spillers

Lecturer:
Scarborough, Stewart[3]

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Course may be elected to fulfill in part the distribution requirement in Group A

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Course may be elected to fulfill in part the distribution requirement in Group B

The following courses form the core of offerings in Black studies.

105 (1)* Introduction to the Black Experience**
1
The course serves as the introductory offering in Black studies and explores in an interdisciplinary fashion salient aspects of Black history, culture, and life in Africa, the Caribbean, and the Americas. Its aim is to provide students with a fundamental intellectual understanding of the world Black experience as it is reflected in history, the humanities, and social sciences. Not open to students who have taken Black Studies [106] or [205]. Open to freshmen and sophomores without prerequisite, and to juniors and seniors by permission of the instructor.

Mr. Scott

107 (1-2) Afro-American Music**
1 or 2
A survey of Black music in the United States and in the Caribbean from its origin in Africa to the present. The course will examine basic theoretical principles as they apply to Black musical culture, the development of styles, and the relationship between musical innovation and sociopolitical events. In the second semester, emphasis will be placed on improvisational concepts and techniques of two jazz eras: the "Be Bop" revolution in the 1940's and the subsequent "Free Jazz" movement. One unit of credit may be given for the first semester. Not to be counted toward the major in music.
Open to all students except those who have taken Music [106].

Mr. Windham

150 (1) (2)* Colloquia**
1
For directions for applying see p. 50. Open by permission to a limited number of freshman and sophomore applicants.

(1)
a. The Internationalization of Black Power

The Black Power movement of the 1960's and 1970's represents one of the most militant periods in Afro-American history, similar in many respects to the "New Negro" period after World War I. As was the case with the New Negro movement, the Black Power idea quickly spread to black populations in many countries. This colloquium will discuss some of the highlights of the Black Power era in the United States, Canada, Britain, and the West Indies.

Mr. Martin

(2)
a. The Internationalization of Black Power

202 (2)* * Introduction to African Philosophy**
1
Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. Open to all students.

Not offered in 1975-76.

Mr. Menkiti

206 (1-2)* Afro-American History**
1 or 2
First semester: Afro-American history to 1865. Study of the political, economic, and social development of American Blacks from their African origins to the end of the Civil War. Second semester: Afro-American history since 1865. An analysis of the social, economic, and political developments within the Black community from the Reconstruction era to the emergence of Black Power. One unit of credit may be given for either semester.
Open to all students except those who have taken [204].

Mr. Scott

210 (1-2) Black Drama in the Twentieth Century**
1 or 2
Basic concepts, subtleties, and complexities of the Black playwright and his interpretation of the various Black experiences that are an integral part of the Black man's existence in a racist society. Lonne Elder III, Ron Milner, Adrienne Kennedy, Alice Childress, Joseph Walker, James Baldwin, Imamu Baraka, Lorraine Hansberry, Ted Shine, William Branch, and Douglas Turner Ward are among the playwrights to be considered. Special emphasis on the aesthetics of Black drama and theatre in general. Students will also be given the opportunity to explore how Black drama has helped to save Broadway from its own artistic and economic decadence. One unit of credit may be given for either semester.
Open to all students.

Mr. Scarborough

211 (1)* ** Introduction to African Literature
1
The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as James Ngugi, Camara Laye, Wole Soyinka, Ezekiel Mphahlele, and Christopher Okigbo will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows.
Open to all students.

Mr. Menkiti

215 (1)* Nationalism and Political Integration in Tropical Africa**
1
An examination of concepts and patterns of African nationalism, the independence movement, nation building, and political systems development. Special attention will focus on the role of political parties in the functioning and development of modern African societies.
Prerequisite: Political Science 100 or permission of the instructor.

Not offered in 1975-76.

217 (2)* Africa in World Politics**
1
A study of concepts of supranationalism, examination of emergent patterns of regionalism, Pan-Africanism and continental unity, Africa and the major powers, and African relations with the Third World.
Prerequisite: same as for 215.

Not offered in 1975-76.

220 (1)* * The Black Religious Experience in America**
1
An historical and theological analysis of the religious experience in Afro-American communities, with emphasis on the origins, varied nature, and function of Black religion. Special attention is given to the works and thinking of major Black clergy and theologians as an aid to: 1) a systematic approach to the study of religion; and 2) an informed understanding of the limits and possibilities for religious involvement in a racially oppressive society.
Open to all students.

Not offered in 1975-76.

226 (1) History of Afro-American Art**
1
A survey of Afro-American art from colonial times to the present. Special attention will be given to the relationship between Afro-American art and social and cultural conditions in America.
Open to all students.

228 (2) Black Literature in America**
1
Poetry and prose from slave narratives to the present day with emphasis upon modern major figures.
Open to all students.

Ms. Spillers

230 (1-2)* The Black Woman in American Society**
1 or 2
First semester: An analysis of the economic, social and political role of Black women in American society from an historical perspective, beginning with the African background and continuing through the era of slavery, Reconstruction, urban migration, two world wars, to the present. Special emphasis is placed upon the Black woman within the context of major Black social institutions such as the family and church.
Second semester: An examination of the problems of the contemporary Black woman in the United States. Topics include: the relationships between Black men and women; Black women and white men; Black women and white women; Black Sisterhood; the Black woman as wife and mother; the Black professional woman; and the role of Black women in both the struggle for Black and women's liberation. One unit of credit will be given for either semester.
Open to sophomores, juniors, and seniors without prerequisite, and to freshmen by permission of the instructor.

Ms. Stewart

310 (1-2) Seminar. Black Literature**
1 or 2
Topic for 1975-76: Langston Hughes. Described widely as "the poet of his people," Langston Hughes was a leading novelist, playwright, poet, and translator of Black literature. Given his genius and productivity, this seminar is being devoted to a study of his life and works. First semester: A selective and representative sample of his works from 1920-1946. Second semester: Writings from 1947-1967. One unit of credit may be given for either semester.
Prerequisite: one Grade II unit in literature or permission of the instructor.

Mr. Scarborough

312 (2)* Seminar. Black Sociology**
1
Topic for 1975-76: Race and sex—the making and breaking of the marginal person. An investigation of race and sex as the most important and rigid determinants of status and access to power for individuals in American society. Special attention will be given to race and sex as categories clarifying the concept of marginality—the contradiction involved in being categorized as both dominant and subordinate at the same time as in the cases of the Black male and white female. Readings and student research will focus both on the theory and its application, using literature, personal experience, and hypothetical situations.
Open to juniors and seniors by permission of the instructor.

Ms. Stewart

316 (1)* History of the West Indies**
1
Survey of political, economic, and sociological factors shaping West Indian society from Columbus to the present.
Open to sophomores by permission of the instructor and to juniors and seniors without prerequisite.

Mr. Martin

319 (2)* Pan-Africanism**
1
The historical efforts of Black people all over the world to unite for their mutual advancement will be examined. Such topics as 19th century emigrationist movements, the role of Afro-American churches in African nationalism, the Pan-African congresses of W. E. B. DuBois, the Garvey movement, the Pan-African ideas of Malcolm X, the Pan-African aspects of Southern African liberation movements and others will be discussed. The emphasis will be on the 20th century.
Prerequisite: 105 or Black Studies [106] or [205] or one unit in Black history or permission of the instructor.

Mr. Martin

321 (1) Seminar
1
Topic for 1975-76: The period of the 1920's as seen in the "Harlem Renaissance" and "The Lost Generation." The Imagists: Jean Toomer, Langston Hughes, Carl Van Vechten, Countee Cullen, Eugene O'Neill.
Open to juniors and seniors who have taken or are taking two Grade II English literature courses, and by permission of the instructor to other qualified students.

Ms. Spillers

340 (2)* Seminar. Afro-American History**
1
Topic for 1975-76: Blacks and communists. Many of the most important Black leaders in the 20th century have belonged at one time or another to a communist organization or have at least flirted ambiguously with communism. The list includes W. E. B. DuBois, George Padmore, Langston Hughes, Richard Wright, Paul Robeson, Marcus Garvey, Kwame Nkrumah, Angela Davis, Malcolm X, and others. This seminar will attempt to discover why communism has exerted this fascination upon persons struggling for Black liberation and why the association has sometimes ended in disillusionment. Most of the seminar will deal with the situation in the United States. Material will also be drawn from Europe, Africa, and the West Indies.
Open to qualified juniors and seniors by permission of the instructor.

Mr. Martin

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

The following courses are offered as related work by other departments where they are described and may be counted toward the major in Black studies.

210 (2) Racial and Ethnic Minorities
See Sociology and Anthropology 210.

212 (1) Urban Politics
See Political Science 212.

244 (1) Societies and Cultures of Africa
See Sociology and Anthropology 244.

254 (1) United States Urban History
See History 254.

267 (1) History of Africa. West Africa
See History 267.

268 (1) History of Africa. East, Central, and Southern Africa
See History 268.

318 (1) Race and Conflict in Southern Africa
See History 318.

17.29 (1) Ideology and Participation in Black American Politics
See Political Science 17.29.

Directions for Election

The requirements for the major are consistent with the concept of Black studies as a multi-disciplinary field of study. The requirements are designed to provide a wide range of knowledge and analytical ability as well as a firm foundation in an area of specialization, such as history, economics, or political science.

It is recommended that two units be elected in each of the three general areas of Black history, humanities, and the social sciences as multi-disciplinary training. As the basic introduction to the discipline of Black studies, 105 is required for the major. At least four units must be taken in a single discipline as a field of specialization.

In addition to formal course work, the program offered in Black studies is comprised of special events—lectures, concerts, conferences, festivals—and of a field studies program that provides students with work experience in neighboring Black communities.

CHEMISTRY

Professor:
Crawford, Webster, Rock

Associate Professor:
Loehlin, Hicks (Chairman)

Assistant Professor:
Kolodny, Colb, Dey, Levy, Kahl, Lieberman

Laboratory Instructor:
Darlington, Mann, Smith[3], Lyons[3]

Unless otherwise noted, all courses meet for two periods of lecture and one three-and-one-half hour laboratory appointment weekly. The Selected Topics courses will generally be taught without laboratory, but may include laboratory for some topics.

100 (1) Fundamentals of Chemistry
1
The periodic table, atomic structure, chemical formulas and equations; states of matter, properties of solutions, equilibria in solution, electrochemistry; introduction to chemical energetics and kinetics. Three periods of lecture and one three-and-one-half hour laboratory appointment weekly. Not open to students who have taken 103 or [106] or [107]. Open to students who offer little or no chemistry for admission (see Directions for Election).

Ms. Kolodny

101 (1) Contemporary Problems in Chemistry I
1
Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1975-76: Symmetry and dissymmetry—viewing the world in three dimensions. Not to be counted toward the minimum major. Students wishing credit for more than one unit of 101-102 should consult the department.
Open to all students.

Mr. Colb

102 (2) Contemporary Problems in Chemistry II
1
Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1975-76: Chemistry in the service of art. Not to be counted toward the minimum major. Students wishing credit for more than one unit of 101-102 should consult the department.
Open to all students.

Ms. Rock

103 (1) (2) Introductory Chemistry I
1
States of matter, properties of solutions, equilibria in solution, electrochemistry; introduction to chemical energetics and kinetics. Recommended for students who have taken [106] and wish to elect advanced work in chemistry.
Open to all students who present chemistry for admission except those who have taken 100 or [107].

The Staff

104 (1) (2) Introductory Chemistry II
1
Quantum theory of atomic and molecular structure, chemical bonding, chemistry of elements. Not open to students who have taken [106].
Prerequisite: 100 or 103.

The Staff

112 (2) Evolution: Change through Time
1
For description and prerequisite see Experimental 112.

211 (1) (2) Organic Chemistry I
1
A study of the synthesis and reactions of typical organic compounds. There may be an additional meeting each week for students who exempted 103 or 104. Not open to students who have taken [201].
Prerequisite: 104 or [107].

Ms. Crawford, Ms. Dey

221 (1) (2) Biochemistry I
1
A study of the chemistry of proteins and nucleic acids, stressing structure-function relationships. Particular emphasis on the mechanism of enzyme action. Not open to students who have taken [324].
Prerequisite: [201] or 211. Biology 205 is recommended.

Ms. Levy

231 (1) (2) Physical Chemistry I
1
Properties of gases, chemical thermodynamics, properties of solutions and chemical kinetics. Not open to students who have taken [203].
Prerequisite: 104 or [107], Mathematics 111, and Physics [100] or [103] or 104 or 105 or 106 or 110.

Ms. Rock

241 (1) Inorganic Chemistry
1
Chemical periodicity, structure and reactivities in inorganic systems. Not open to students who have taken [304].
Prerequisite: [201] or 211.

Mr. Kahl

261 (2) Analytical Research Methods
1
Techniques in separation and analysis, structure determination, quantitative manipulations, statistical treatment of data. One lecture and two laboratory meetings each week. Not open to students who have taken [300].
Prerequisite: [201] or [203] or 211 or 231.

Mr. Lieberman

306 (1) Seminar
1
Each year an important topic will be studied from a variety of chemical perspectives. Topic for 1975-76: Chemistry and the Nobel prizes. One two-period meeting per week. No laboratory.
Prerequisite: two units of chemistry beyond the Grade I level and permission of the instructor.

Ms. Webster

309 (1) Foundations of Chemical Research
1
Introduction to research methods through the literature and the laboratory. One lecture and two laboratory meetings each week.
Prerequisite: 261 and either 313 or 333, or permission of the instructor.

Mr. Lieberman

313 (1) (2) Organic Chemistry II
1
A continuation of 211, stressing the structure and reactions in organic systems. Not open to students who have taken [210] or [303].
Prerequisite: [201] or 211.

Mr. Colb, Ms. Dey

319 (1)* Selected Topics in Organic Chemistry
1
Topic for 1975-76: Medicinal chemistry.
Prerequisite: [210] or [303] or 313, and permission of the department.

Ms. Dey

326 (2) Biochemistry II
1
A study of biochemical energetics, intermediary metabolism, with emphasis on the mechanism of individual enzymatic reactions, functions of coenzymes, problems of physiological regulation. Not open to students who have taken [325].
Prerequisite: 221 or [324], and [203] or 231. Chemistry 313 and Biology 200 are recommended.

Ms. Hicks

329 (1)* Selected Topics in Biochemistry
1
Normally a different topic each year.
Prerequisite: 221 or [324], and permission of the department.

Not offered in 1975-76.

333 (2) Physical Chemistry II
1
The structure of solids and liquids, introduction to quantum chemistry, bonding and spectroscopy. Not open to students who have taken [305].
Prerequisite: [203] or 231, Physics 106 or 110 and Mathematics 201 or 207.

Mr. Loehlin

339 (2)* Selected Topics in Physical Chemistry
1
Normally a different topic each year.
Prerequisite: [203] or 231, and permission of the department.

Not offered in 1975-76.

349 (2)* Selected Topics in Inorganic Chemistry
1
Topic for 1975-76: Physical methods in advanced inorganic chemistry.
Prerequisite: 241 or [304], and permission of the department.

Mr. Kahl

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to students who have taken at least two units in chemistry above the Grade I level.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

Directions for Election

Students who present little or no chemistry for admission should elect Chemistry 100. All students electing Chemistry 100 or 103 should complete the placement questionnaire available from the department.

A major in chemistry must include 100 or 103 or [107] and 104 or [106] or their equivalent, [201] or 211, [303] or 313, [203] or 231, and [305] or 333, plus two additional units exclusive of 350 and 370. In addition, Mathematics 201 or 207 and a Grade II unit of physics are required.

Students planning graduate work in chemistry or closely allied fields should plan to elect 241 and 261, and should also strongly consider additional mathematics and physics courses. A reading knowledge of German and either French or Russian is required in many graduate programs.

Students planning to elect Organic Chemistry I and II and/or Physical Chemistry I and II are urged to elect both units I and II in the same academic year whenever possible.

Premedical students are referred to the requirements given on p. 48. Note that either [203] 231 or [210] 313 is acceptable to most medical schools as the fourth chemistry unit.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the chairman of the Department of Chemistry.

Placement and Exemption Examinations

Students who have had Advanced Placement courses, or two years of secondary school chemistry, or other unusually good preparation should consider the possibility of exempting [106] 104 and/or [107] 103 by examination. For exemption with credit students will be expected to submit laboratory notebooks or reports.

CHINESE

Associate Professor:
Lin•

Instructor:
Lagerwey[3], Yao

Lecturer:
Yu (Acting Chairman)

Visiting Associate Professor:
Tai

Attention is called to the opportunity for residence in the Chinese Corridor, Stone Hall.

101 (1-2) Elementary Spoken Chinese
2
Introduction to vernacular Mandarin Chinese. Pronunciation, sentence structure, conversation and reading. Three periods. 101 and 102 combined form the first-year Chinese course.
Open to all students except those who have taken [100]. Corequisite: 102.

Mrs. Yao

102 (1-2) Basic Chinese Reading and Writing
1
Development of reading skills of simple texts and in character writing in both regular and simplified forms. One period with an additional hour for smaller group discussions or individual assignments. 101 and 102 combined form the first-year Chinese course.
Open to all students except those who have taken [100]. Corequisite: 101.

Mrs. Yao

201 (1-2) Intermediate Chinese Reading
2
Reading with emphasis on vocabulary building; review and further development of sentence structure, composition, and oral expression. Newspaper reading. Three periods. 201 and 202 combined form the second-year Chinese course. Not open to students who have taken [200].
Prerequisite: [100] or 101 or permission of the instructor. Corequisite: 202.

Mr. Tai

202 (1-2) Intermediate Conversational Chinese
1
Discussion of current events and cultural topics. One period with an additional hour for smaller group discussions or individual assignment. 201 and 202 combined form the second-year Chinese course. Not open to students who have taken [200].
Prerequisite: same as for 201.
Corequisite: 201.

Mr. Tai

241 (1)* Chinese Literature in Translation I
1
A survey of Chinese literature in the classical language. The course begins by contrasting the simple language and imagery of the northern *Book of Songs* with the complex, shamanistic *Songs of the South*. The evolution of narrative is then traced from its origins in early historical writings such as the *Tso Chuan*, through *Ssu-ma Ch'ien*, to the emergence of fiction in the T'ang. The course concludes with a study of major lyrical poets from T'ao Ch'ien to Su Tung-p'o. Conducted in English.
Open to sophomores, juniors, and seniors without prerequisite, and to freshmen by permission of the instructor.

Mr. Lagerwey

242 (2)* Chinese Literature in Translation II
1
A survey of Chinese vernacular literature. The course begins with Yuan drama and its predecessor, the medley. The achievements of traditional storytellers are then studied in the short stories from the 17th century collection of Feng Meng-lung and the novels of the Ming and Ch'ing. The course concludes with the reading of major modern writers such as Lu Hsun, Pa Chin, and Lao She. Conducted in English.
Prerequisite: same as for 241.

Not offered in 1975-76.

252 (1)* Readings in Modern Style Writings
1
Reading and discussion in Chinese of selections from contemporary writings, including essays on various topics such as art, economics, history, philosophy, political theory, and sociology. Three periods.
Prerequisite: [200] or 201 or permission of the instructor.

Mrs. Yu

300 (2) Readings in Contemporary Chinese Literature
1
Reading and discussion in Chinese of selections from plays, poetry, short stories, novels, and essays. Three periods.
Prerequisite: same as for 253.

Mrs. Yu

301 (2) Readings in Expository Writings of Revolutionary China, before and after 1949
1
Readings and discussions in Chinese of selections from revolutionary China pre- and post-1949, including the works of Mao Tse-Tung and important issues of various revolutionary cultural movements in China, with strong focus on political and social aspects. Three periods.
Prerequisite: same as for 300.

Mrs. Yu

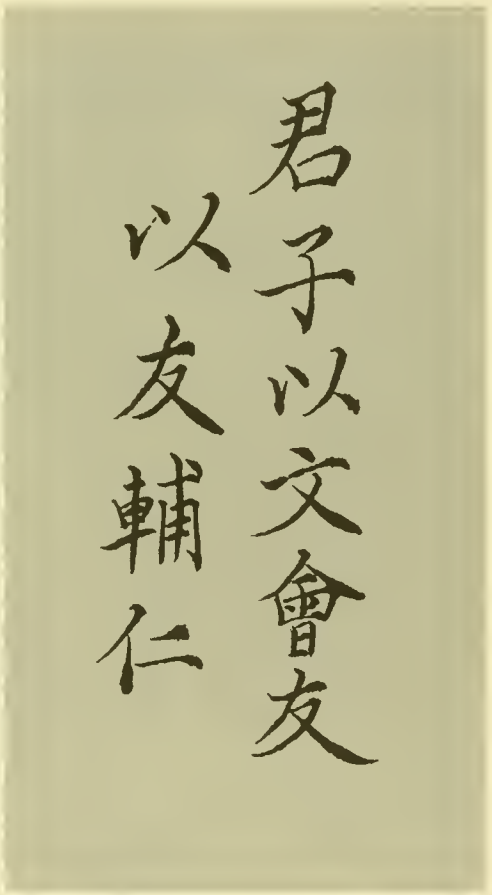
310 (1) Introduction to Literary Chinese
1
Wen-yen grammar, reading, and discussion in Chinese of selections of simple texts in classical Chinese. Two periods.
Prerequisite: 300 or 301 or permission of the instructor.

Mrs. Yu

311 (2) Readings in Elementary Classical Chinese
1
Reading and discussion in Chinese of selections of poetry, prose, traditional short stories, and novels. Two periods.
Prerequisite: 310 or permission of the instructor.

Mrs. Yu

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to qualified students.



Directions for Election

Although the College does not offer a major in Chinese language and literature, students who major in East Asian studies or Chinese studies that relate to China should consult the chairman of the department and the advisor early in the college career.

For students majoring in East Asian studies who do not intend to do graduate work, at least one year of Chinese is encouraged, but not required. Students who wish to do graduate work in East Asian studies are advised to complete at least two years of Chinese language training.

For students majoring in East Asian studies, with a concentration of Chinese studies, the minimum requirement is three years of Chinese language and literature in the original Chinese. History 275, 276, 345, 346; Political Science 300; Art 248, 337; and Religion 253 and 254 are strongly recommended as related courses. Students who wish to take Chinese 252 or other courses in Chinese literature are advised to have a knowledge of Chinese culture or history. For this, History 275 and 276 are recommended.

Course 350 is an opportunity for properly qualified students to work independently in fields not covered in other courses in the department. It can also provide continuing study in classical Chinese literature.

For the non-Mandarin speaking students who can read and write Chinese and wish to continue Chinese studies, arrangements can be made for tutorial classes or special help. Students should contact the department chairman.

ECONOMICS

Professor:
Clemence, Bell, Goldman (Chairman), Newell, Ilchman

Associate Professor:
Morrison

Assistant Professor:
Painter, Ladd

Instructor:
Flynn, Cammarata

Visiting Professor:
Calderwood[3]

Visiting Associate Professor:
Seidman[3]

100 (1) (2) Survey of Modern Macro-Economics
1
How economists analyze current problems and policies of national income and GNP; supply and demand; labor and management; some accounting and stock market analysis; the role of government; money and banking; inflation and employment; prosperity and depression. Weekly tutorials in each semester for freshmen who elect Economics 100 in the first semester. The tutorial is continued into the second semester for freshmen who elect 101 (see Economics 355).
Open to all students.

The Staff

101 (1) (2) Survey of Modern Micro-Economics
1
The distribution of scarce resources. How firms and consumers determine their economic behavior: supply and demand, cost of production, consumer choice. Structure of the American economy: competition, monopoly, antitrust, distribution of income, international trade; the balance of payments. Attention will also be focused on current issues, such as poverty, pollution, and alternatives to capitalism.
Open to all students.

The Staff

201 (1) (2) Micro-Economic Analysis
1
Micro-economic theory; analysis of the individual household, firm, and industry.
Prerequisite: 100 and 101.

Mrs. Ladd, Mrs. Painter

202 (1) (2) Macro-Economic Analysis
1
Macro-economic theory; analysis of aggregate income, output, and employment.
Prerequisite: same as for 201.

Mr. Flynn, Mrs. Cammarata

203 (2)* Economic History
1
An economic analysis of European development in the 18th and 19th centuries. A selective application of classical and neoclassical growth models. The development of the market system and modern economic society.
Prerequisite or corequisite: 100 and 101.

Not offered in 1975-76.

204 (2)* American Economic History
1
The "new" economic history. A sectoral and factoral analysis of the development of the American economy from colonial times to the 20th century. The economics of slavery and the Civil War. The emergence of an industrial state.
Prerequisite: same as for 203.

Mr. Morrison

205 (1) The Corporation
1
The development of the modern corporation and its place in the economy. Corporation organization and financial management. Financial markets; the technical and fundamental aspects of the stock market. Government regulation of corporations and markets.
Prerequisite: same as for 203.

Mr. Calderwood

210 (1) Money and Banking
1
The structure and operation of the monetary system. Commercial banking and other financial institutions. The Federal Reserve System. Monetary theory and policy.
Prerequisite: same as for 203.

Mr. Flynn

211 (1) (2) Elementary Statistics
1
Descriptive statistics and an introduction to statistical inference. Expected values, probability distributions, and tests of significance. Classical models of bivariate and multiple regression. Problem solving by means of the time-sharing computer.
Prerequisite: same as for 201.

Mr. Morrison, Mrs. Ladd

225 (1) Urban Economics
1
Analyses of the urban and suburban economies with particular reference to urban renewal, income distribution, transportation, housing markets, employment, and the economic development of the inner city.
Prerequisite: same as for 201.

Mrs. Painter

230 (2)* Labor Economics
1
Activities and policies relating to American Labor. Growth and composition of a labor force. Labor unions and collective bargaining. Public policy; social legislation.
Prerequisite: same as for 201.

Not offered in 1975-76.

Mrs. Painter

249 (2) Seminar. The Economics of Environmental Disruption
1
Is economic growth without environmental deterioration possible? The economic forces (externalities) which cause pollution; the costs and who bears the costs; the energy crisis; the implications of zero economic growth; the extent of the problem and possible solutions both here and abroad.
Prerequisite: same as for 201.

Mr. Goldman

301 (1) Comparative Economic Systems
1
The economics of capitalism, socialism, fascism, and communism.
Prerequisite: 201 or 202.

Mr. Goldman

302 (1)* Economic Development
1
The problems and possibilities of the less developed countries.
Prerequisite: same as for 301.

Mrs. Painter

305 (1)* Industrial Organization
1
Analysis of the structure, conduct, and performance of particular industries in the economy.
Prerequisite: 201.

Not offered in 1975-76.

307 (1) Consumption and Marketing
1
Analysis of the theory of consumer choice and of market models applied to patterns of income, spending, and saving.
Prerequisite: 201, 202, and 211.

Mrs. Bell

310 (1) Public Finance
1
Principles, practices, and economic effects of the public sector. The goals of public finance. A seminar treatment of current issues of fiscal policy.
Prerequisite: 201.

Mrs. Ladd

312 (2) Economics of Accounting
1
How economists use accounting data in financial analysis and cost accounting in determining price policy and capital spending. Social accounting and the economy: aggregate data and their analysis.
Prerequisite: 201.

Mrs. Bell

314 (2) International Economics
1
Theory of international trade. Methods of adjustment to disequilibrium in balance of payments. The impact of international movements of commodities and capital on economic activity in the past and since World War II. Current problems: international liquidity, economic integration, the United States balance of payments.
Prerequisite: 201 and 202.

Mrs. Cammarata

315 (2) History of Economic Thought
1
The development of economic thought from ancient to modern times. A brief survey of early economic ideas followed by a more detailed examination of the history of economics since 1776. The systems of the leading economists in the light of their own times and of the present day.
Prerequisite: 201.

Mr. Clemence

316 (2)* Recent Economic History
1
Economic history from the depression to the "new" economics. Stagnation, growth, and inflation: an analysis of the major economic events of the 1950's and the 1960's.
Prerequisite: 202.

Mr. Morrison

317 (2) Seminar. Mathematical Economics
1
Applications of elementary calculus to selected topics in economic theory. Use of basic econometric techniques to estimate consumption, investment, and price relationships. Problems and use of computation facilities.
Prerequisite: same as for 307.

Mr. Flynn

330 (1)* Seminar. The Distribution of Income
1
A theoretical and empirical study of the distribution of income. Who gets what in the American economy? Problems of equity and efficiency. Social policy, including measures to equalize income, to redistribute income, or to influence its receipt and expenditure.
Prerequisite: 201 and 202, one of which may be taken concurrently.

Mrs. Seidman

335 (2) The Economics of Higher Education
1
The financing of public and private higher education; rising costs and increased productivity in a service industry, equity of access and redistributional effects of educational spending. The economic implications of the Carnegie Commission Report; Wellesley College used as one case study.
Prerequisite: same as for 314.

Mrs. Ilchman

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors who have taken 201 and 202.

355 (1-2) Tutorial and Seminar
2
A survey of economic theory and policy. Seminar reports on research and independent study; tutorials for 100 (1) and 101 (2) conducted by each student.
Open upon department recommendation to senior majors.

Mr. Clemence

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

Directions for Election

The complete survey course consists of both 100 and 101. Neither 100 nor 101 is a prerequisite for the other and either may be elected separately for one unit of credit.

A student who plans to take any course after 100 and 101 should consult either the instructor or the department chairman.

Courses 201, 202, and 211 are required for the major and should be taken at Wellesley. If a student proposes to take these courses at another institution, these plans must be approved in advance by the department chairman. Either Economics 203 or 204 is recommended for the major. At least half of the Grade III units in the major should be taken at Wellesley. Plans to elect more than half of the advanced level work at another institution must receive prior approval from the chairman.

Students planning careers in business or law should also give special consideration to 205, 210, 305, 307, 310, 312, and 314. Those who plan to study economics in graduate school should take 317.

All students are strongly urged to take mathematics as a related subject. For those going into graduate work in economics, calculus and linear algebra have proven to be particularly helpful.

EDUCATION

Professor:
Ilchman

Associate Professor:
Bradley•

Assistant Professor:
Sleeper•[3] (Chairman), Foster, Bane[3]

Instructor:
Bolker[3]

Associate in Education:
Goodman, Rokicki

101 (1) Education in Historical Perspective
1
Origins of compulsory mass education. Influence of Plato, Comenius, Fichte, Kant, Jefferson, Franklin, Mann, Barnard, and others upon the structure of education. Contributions of mass education to cultural development.
Open to all students.

Mr. Sleeper, Ms. Foster

200 (2) Modern Philosophies of Education
1
Impact of such philosophies as idealism, realism, experimentalism, reconstructionism, and existentialism on education and its generation of socio-ethical values and responsibilities.
Prerequisite: 101.

208 (2) Growing Up Female: Varieties of Educative Experience in America
1
Examination of the role of education in shaping the lives of women in American history in such social institutions as the family, church, and the school. Exploration in autobiography of women's efforts to educate themselves and of their individual or group selfconsciousness in the progress of education.
Open to students who have taken one unit in Group B.

Ms. Foster

212 (2) Critical Periods in American Education
1
Studies of patterns of educational experiences in American culture. Educational processes related to major themes in American social, intellectual, and political history. Examination of American education in terms of the consequences on the lives of individuals.
Prerequisite: 101.

Ms. Foster

216 (2) Education and Social Policy
1
Investigation of the role of education in creating and maintaining social structures; the limits of education as an instrument of social policy; and the constraints which the social structure places on changes in education. The first few sessions will examine general concepts such as equality of opportunity and socialization, and some basic research findings. The remainder of the course will examine four specific cases of the interrelationship of education and society: the extension of compulsory schooling in late 19th century America; the desegregation and busing controversy from the 1950's to the present; the swings between progressive and traditional education from the 1920's to the open classroom movement of the 1970's; recent court decisions on the rights of students in educational institutions.
Prerequisite: Sociology 102.

Ms. Bane

228 (2) Population and Society
1
An introduction to population studies. Topics will include: the dynamics of population growth and change; the demographic transition; fertility control and the status of women; effects of population change on households and social institutions; population and natural resources. The first part of the course will introduce students to population concepts and elementary mathematical demography. The second part will examine cases of population change in both developed and less developed countries, followed by a survey of current population problems and possible solutions.
Prerequisite: same as for 216.

Not offered in 1975-76.

300 (1) The Secondary School
1
Aims, organization and administration of United States secondary schools, including "free" schools. Topics include history of the secondary school, secondary school education in relation to adolescent development and the role of the secondary school in the community.
Prerequisite: 101.

Mr. Sleeper, Ms. Foster

301 (2) Comparative Studies of Educational Systems
1
Study of the impact of old and new educational policies, plans, and ideals as seen in various sections of the United States and in selected foreign countries.
Open by permission of the instructor.

Not offered in 1975-76.

302 (2) Methods and Materials of Teaching
1
Study and observation of teaching objectives and classroom procedures in secondary schools. Review of learning theories. Examination of curriculum materials in major teaching fields and of curriculum planning in general. Open only to seniors doing student teaching. Students electing 302 and 303 may include in addition one unit of independent study in the same semester.
Prerequisite: 300 or permission of the instructor. Corequisite: 303.

Mr. Sleeper

303 (2) Curriculum and Supervised Teaching
1
Observation, supervised teaching, and curriculum development in student's teaching fields throughout the semester. Attendance at secondary school placement required five days a week. Students electing 302 and 303 may include in addition one unit of independent study in the same semester.
Corequisite: 302.

Mr. Sleeper

305 (1) Seminar. Developmental Theory and Curriculum
1
Examination of the philosophical and psychological components of developmental theory as an ideology of education. Emphasis on the application of the theory to the design of curriculum. Analysis of ways in which academic subjects may be defined for pedagogic purposes within a developmental framework.
Prerequisite: 101 or Psychology 101.

Not offered in 1975-76.

Mr. Sleeper

306 (1) Research Seminar. Women, Education and Work
1
Each student will define a research project in the area of women, education and work. The first half of the course will be spent exploring appropriate methods and data sources and reading some examples of research in the area. The second half of the course will involve the presentation and discussion of student papers.
Prerequisite: Sociology 202 or permission of the instructor.

Ms. Bane

350 (1) (2) Research or Individual Study
1 or 2
Open to juniors and seniors by permission.

Directions for Election

The department offerings are intended to acquaint students systematically with the history of compulsory free education as developed in the United States and now practiced in many countries under different forms, the philosophies which underlie these efforts, the problems to be solved, and, as an adjunct, to aid students who wish to enter teaching immediately after graduation.

Students who intend to teach should (in their freshman year if possible) consult the department concerning the various city and state requirements for the certificate to teach and the appropriate undergraduate preparation for fifth year and paid intern programs which combine professional study with further study in teaching fields and lead to advanced (M.A.T., Ed.D., Ph.D.) degrees.

For those interested in secondary school teaching upon graduation, the following program is recommended:

Freshman year:	Education 101 and Psychology 101
Sophomore and/or Junior year:	Education 200, and 212 or 216 Psychology 212 or 217 or 219
Senior year:	Education 300 (may also be taken junior year) Education 302 and 303

Preparation to teach in elementary schools should include:

Freshman year:	Education 101 and Psychology 101
Sophomore and/or Junior year:	Education 200, and 212 or 216, and Psychology 207

A summer program, preferably preceding the senior year, at another accredited institution should include Methods and Supervised Teaching for the Elementary School. With careful planning the same courses can be taken under the Twelve College Exchange Program.

ENGLISH

Professor:
Corsa, Lever•, Quinn, Layman (Chairman), Ferry, Garis, Spacks, Craig

Associate Professor:
Gold, Pinsky, Gertmenian•

Assistant Professor:
Sabin, Cole, Faville, Spillers, Killoh, Saunders, Beaton

Lecturer:
Eyges, Stubbs, Moss[3], Bidart[3]

100 (2) Tutorial in Expository Writing
1
For description and prerequisite see Experimental 100.

108 (2) Interpretations of Man in Western Literature
1
For description and prerequisite see Extradepartmental 108.

109 (1) (2) Expository Writing I
1
Instruction in the fundamentals of writing expository essays.
Open to all students.

The Staff

110 (2) Expository Writing II
1
A continuation of 109. Weekly assignments designed to meet the student's particular interests and needs. Frequent conferences.
Open to students who have taken 109 and have the consent of their advisor or class dean.

Mrs. Stubbs

150 (1) (2) Colloquia
1
For directions for applying see p. 50.
Open by permission to a limited number of freshman and sophomore applicants.

(1)
a. Faulkner

A study of the ways in which Faulkner treats the themes of race, region, community, and history in six or seven of his major works.

Mr. Quinn

b. Women in literature

Writing by and about women, with special attention to female identity and feminine roles as they are presented and perpetuated.

Ms. Saunders

(2)
a. The adolescent hero

Studies of the adolescent hero or heroine in autobiography and fiction, concentrating on distinctions of genre and characterization with attention to the psychological and historical issues involved.

Mrs. Spacks

b. The democratic myth

The national myth of democratic equality in pre-Civil War American writing. Selections from Thoreau, Hawthorne, and Whitman read along with the essays and speeches of politicians and dissenters, particularly advocates of rights for slaves and women. Especially recommended for American studies majors.

Mrs. Cole

200 (1) (2) Short Narrative
1
The writing of sketches and the short story. For interested students, experience in the writing of one-act plays.
Open to all students by permission of the instructor.

Mr. Pinsky, Ms. Killoh, Ms. Spillers, Mrs. Moss

201 (1) (2) The Critical Essay
1
The writing and revising of critical essays in conjunction with readings in important contemporary criticism. Usually organized around the work of a single author.
Open to all students.

Miss Craig, Mrs. Sabin, Ms. Killoh

202 (1) (2) Poetry
1
The writing of short lyrics and the study of the art and craft of poetry.
Prerequisite: same as for 200.

Mr. Pinsky, Mr. Bidart

209 (1) (2) Critical Interpretation
1
A course designed to increase power and skill in the critical interpretation of literature, by the detailed reading of poems, mostly short, as individual works of art and in historical context. A sequence of poems drawn from the Renaissance to the Modernist period. Sections of the course to meet twice a week, with scheduled lectures about once every two weeks, historical in perspective.
Open to all students.

Mr. Ferry, Mr. Gold, Mr. Pinsky, Mrs. Sabin, Mrs. Cole, Mr. Faville, Mr. Beaton

210 (1) (2) Modern Poetry
1
British and American poetry and poets, recent and contemporary.
Open to all students.

Miss Craig, Ms. Saunders

212 (1) (2) Modern Drama
1
The study of British, American, and European drama from Ibsen to the present.
Open to all students.

Mr. Ferry, Mr. Garis, Mr. Faville, Ms. Killoh

215 (1) (2) Shakespeare
1
The study of a number of representative plays with emphasis on their dramatic and poetic aspects.
Open to all students.

Mr. Ferry, Miss Craig, Mrs. Sabin, Mr. Beaton

217 (2) Milton
1
A study of Milton's lyric, epic, and dramatic poetry and some prose.
Open to all students.

Mrs. Cole

218 (1) The History of the English Novel I
1
The beginnings of the English novel in the 18th century: Defoe through Jane Austen.
Open to all students.

Miss Corsa, Mrs. Spacks, Mr. Faville

219 (2) The History of the English Novel II
1
The 19th century English novel from the Brontës to Joyce.
Open to all students.

Miss Corsa, Mr. Quinn, Mr. Faville, Mr. Beaton

220 (1) Chaucer
1
A study of Chaucer's poetry tracing the development of his art, with some attention to the relation of his work to the social and literary background of his time.
Open to all students.

Miss Corsa

223 (1) American Literature I
1
A survey of American literature from its Puritan beginnings to *Moby-Dick*. Emphasis upon major figures.
Open to all students.

Mr. Quinn, Ms. Saunders

224 (2) American Literature II
1
American writers from Whitman to World War I. Emphasis upon major figures.
Open to all students.

Mr. Gold, Ms. Spillers

225 (1) (2) American Literature III
1
American writers from World War I to the present: prose and poetry.
Open to all students.

Mr. Quinn, Mrs. Cole, Ms. Spillers, Ms. Saunders

226 (1) (2) Studies in Fiction
1
Studies of the nature of prose fiction. Readings drawn principally from British, American, and European writers of the 19th and 20th centuries. Usually organized around a central topic or theme.
Open to all students.

Mr. Pinsky, Ms. Killoh, Mrs. Moss, Mr. Beaton

228 (2) Black Literature in America
1
Poetry and prose from slave narratives to the present day with emphasis upon modern major figures.
Open to all students.

Ms. Spillers

230 (1) Romantic Poets I
1
Poems and critical writings of Wordsworth and Coleridge.
Open to all students.

Mr. Gold

231 (2) Romantic Poets II
1
Poems and critical writings of Byron, Shelley, and Keats.
Open to all students.

Mr. Faville, Mr. Bidart

232 (2)* English Comedy in Various Genres
1
The development, variety, and continuity of English comic writing.
Open to all students.

Miss Corsa

233 (2)* English Tragic and Heroic Drama
1
Continuity and change in English drama before the modern period, with emphasis on the 16th and 17th centuries.
Open to all students.

Not offered in 1975-76.

Mr. Gold

301 (1) The Short Story
1
Techniques of short story writing together with practice in critical evaluation of student work.
Open by permission of the instructor to students who have taken one Grade II writing course.

Mrs. Moss

302 (2) Fiction
1
Intensive practice in the writing of prose fiction, the short story, or novella, according to the interest of the individual student.
Prerequisite: same as for 301.

Mr. Bidart

305 (1) Advanced Studies in Shakespeare I
1
Plays written between 1591 and 1606, such as *Richard II*, *Henry IV*, *Much Ado about Nothing*, *Troilus and Cressida*, *Hamlet*, *Measure for Measure*, *Othello*.
Open to juniors and seniors who have taken or are taking two Grade II literature courses in the department, and by permission of the instructor to other qualified students.

Mr. Layman, Mrs. Sabin

306 (1) (2) Advanced Studies in Shakespeare II
1
Plays written between 1606 and 1611, such as *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Coriolanus*, *Cymbeline*, *The Winter's Tale*, *The Tempest*.
Prerequisite: same as for 305.

Mr. Layman, Mr. Garis, Miss Craig

307 (2)* Criticism
1
Problems and principles of critical theory, with emphasis upon modern critical trends.
Prerequisite: same as for 305.

Mr. Gold

308 (2)* The Middle Ages and Renaissance in England
1
Permanence and change in some major literary forms from 1350 to 1600. Special attention given the religious and intellectual ferment of the 16th century. Reading, both intensive and extensive, to include (partly in modern versions) *Gawain and the Green Knight*, *Piers Plowman*, More, Sidney, Marlowe, and Spenser.
Prerequisite: same as for 305.

Not offered in 1975-76.

Miss Lever

310 (1) The Age of Satire
1
A study of satire as social response and as literary phenomenon, exemplified in the work of such writers as Dryden, Congreve, Gay, Swift, and Pope.
Prerequisite: same as for 305.

Mrs. Spacks

311 (2) From Neoclassic to Romantic
1
The shift of sensibility from the 18th to the 19th century studied with emphasis on such authors as Johnson, Burke, and Blake.
Prerequisite: same as for 305.

Mrs. Spacks

312 (1) The English Language
1
The history of the English language beginning with Indo-European roots, including an introduction to Anglo-Saxon and Middle English dialects, and ending with English as a world language. Special emphasis on the ways words change meaning and on the shift from a synthetic to an analytic grammatical system. Individual research into the behavior of the English language in literary, social, political, or scientific contexts.
Prerequisite: same as for 305.

Not offered in 1975-76.

Miss Lever

313 (1)* The Poet-Critic
1
Such authors as Sidney, Dryden, Johnson, Coleridge, Arnold, and Eliot, studied as makers of English criticism and as examples of interaction between the practice and theory of poetry.
Prerequisite: same as for 305.

Not offered in 1975-76.

314 (1) The Victorian Crisis
1
Contributions by major poets and essayists to an ongoing discussion of social issues: the role of science and religion; the value of work; the idea of culture.
Prerequisite: same as for 305.

Mr. Beaton

315 (2) Victorian Poetry
1
Study of some characteristic poetic themes and procedures of the period between Landor and Yeats, including such poets as Tennyson, Arnold, Hopkins, and Hardy, with some emphasis on the roots and emergence of modernism.
Prerequisite: same as for 305.

Mr. Pinsky

316 (2) Seventeenth Century Poetry
1
Close study of themes and techniques as they develop in major poems of the period between Sidney and Rochester, concentrating on Greville, Jonson, Donne, and Herbert. Particular attention to devotional and love poetry. Some brief readings of selected passages from the prose of Burton and Bacon.
Prerequisite: same as for 305.

Mr. Pinsky

317 (1) American Literature IV
1
Topic for 1975-76: Thoreau and Hawthorne—two voices in 19th century dialogue. Special attention will be given to such topics as the relationships between man and nature, the individual and society; possibilities for social reform, individual rebellion; moral obsessiveness and symbolic action.
Prerequisite: same as for 305.

Ms. Saunders

318 (1) (2) Advanced Studies in the Modern Novel
1 or 2
First semester: Joyce. Second semester: Selected critical problems in the work of major English and American 20th century novelists.
Prerequisite: same as for 305.

Mr. Garis, Mrs. Sabin

319 (2) Advanced Studies in Modern Poetry
1
Study of recent poems and poets in historical perspective. Topic for 1975-76: Poetry and philosophy—Yeats and Frost.
Prerequisite: same as for 305.

Miss Craig

320 (1) (2) Literary Crosscurrents
1 or 2
First semester: Romanticism in England and America. A study of the poetry and poetics of Wordsworth, Coleridge, Emerson, and Whitman.
Prerequisite: same as for 305.

Mrs. Cole

Second semester: 1914. The study of a moment in literary history, through the consideration of a given year. Works by James, Yeats, Hardy, Frost, Joyce, Shaw, Lawrence, and others published during the year.
Prerequisite: same as for 305.

Mr. Ferry

321 (1) Seminar
1
Topic for 1975-76: The period of the 1920's as seen in the "Harlem Renaissance" and "The Lost Generation." The Imagists; Jean Toomer, Langston Hughes, Carl Van Vechten, Countee Cullen, Eugene O'Neill.
Prerequisite: same as for 305.

Ms. Spillers

322 (2) Seminar
1
Topic for 1975-76: Symbolism in American literature. A study in some major 19th and 20th century texts in the American symbolist tradition.
Prerequisite: same as for 305.

Mr. Quinn

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates who choose to do honors research or an honors project in creative writing. For alternate honors programs see Directions for Election.

Directions for Election

Grade II literature courses are open to all students. Special attention is called to 209, which offers fundamental and rigorous practice in methods of interpretation of a literary text. Beginning with the Class of 1979, students planning to major in English must take 209, ordinarily in the freshman or sophomore year. Other courses isolate certain major figures or periods for concentrated study, or address themselves to continuing themes and issues. In choosing their courses students are encouraged to consult with their instructors and with other members of the department generally. More complete descriptions of every course, composed by their instructors, are posted every fall and spring on bulletin boards in Founders Hall, and are available from the department secretary.

English majors must take at least one unit in Shakespeare, ordinarily 305 and/or 306. In addition, majors should work closely with their advisors in arranging a program of study with these objectives: (a) ability to interpret a text (b) an understanding of some of the major works, authors, and periods that comprise the history of English and American literature (c) a developing interest in some special field of study, such as the English Renaissance, drama, criticism, modernism.

Students of at least B standing in the work of the department will have first consideration when applying for admission to seminars and for independent work (350).

The department offers a choice of three programs for Honors. Under Program I (English 370, carrying two to four units of credit) the honors candidate does independent research or a project in creative writing. Programs II and III offer an opportunity to receive Honors on the basis of work done for regular courses; these programs carry no additional course credit. The candidate who elects Program II takes a written examination in a field defined by several related courses she has taken (e.g., the Renaissance, drama, criticism). The candidate who elects Program III presents a dossier of essays written for several courses, with a statement of connections between them and critical questions raised by them. An oral examination is required in all Honors Programs.

Courses 109, 200, 201, and 202 are planned as workshops in writing with informal group meetings and frequent individual conferences. While the emphasis is on constant practice in writing, each course requires a critical reading of pertinent examples of the type of writing being studied. Courses 301 and 302 continue the same plan at an advanced level.

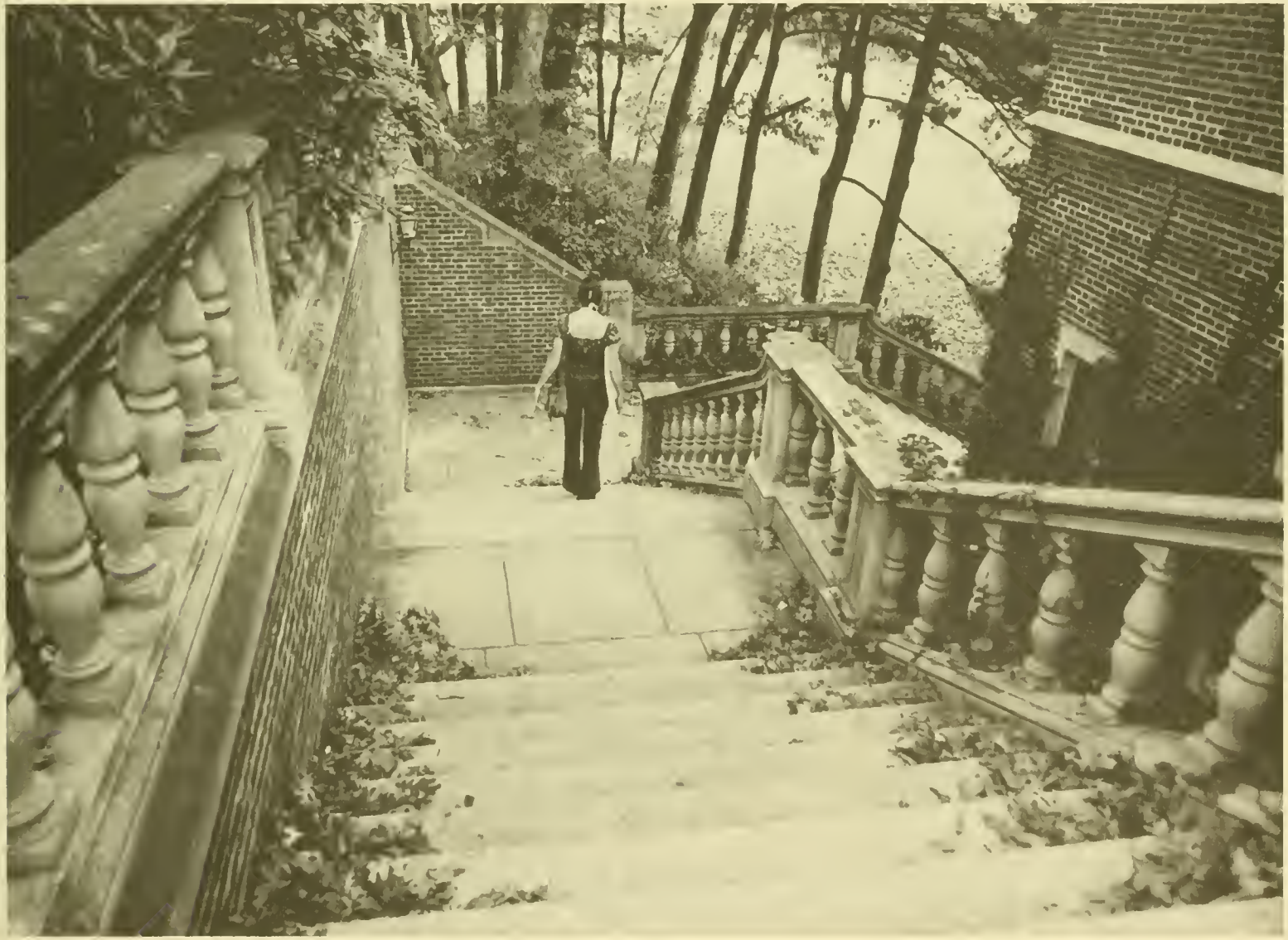
Students interested in writing fiction and poetry can apply for one or two units of 350 in writing, in addition to taking the other writing courses listed, 200, 202, 301, 302. It is strongly recommended that majors electing several writing courses should also elect a strong program in literature courses in consultation with their advisors. In general, enrollment in writing courses is limited to 15.

Knowledge of English and American history, of the course of European thought, of theatre studies, and of at least one foreign literature at an advanced level is of great value to the student of English. See, for example, History 233, 235, 238, 239, 242, 301; Philosophy 203, 204; Grade II and Grade III courses in foreign literatures; Extradepartmental 104, 108, 201, 202, 228, 229, 231, 330, 331; and courses in theatre studies.

A reading knowledge of at least one ancient or modern foreign language is desirable for all majors. Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages.

For students interested in American literature, in American studies, in modern drama, and in modern poetry, attention is drawn to relevant courses in the Department of Black Studies, especially 106, 206, 210, and 310.

FRENCH



Professor:
Galand, François•,
McCulloch

Associate Professor:
Stambolian (Chairman)

Assistant Professor:
Coquillat, Mistacco•, Gill, de Courtivron, Lydgate, Robbins

Instructor:
Gaquin, Simon, Hules[3]

Visiting Professor:
Hampshire[3]

All courses are conducted in French. Oral expression, composition, and, in certain courses, creative writing are stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Attention is called to the opportunity for residence in the French Center, Tower Court.

Qualified students are encouraged to spend the junior year in France. See p. 45.

The department offers to students who do not have a knowledge of French the following courses in French literature in translation: Extradepartmental 220, 331.

100 (1-2) Beginning French
2
Intensive oral training and practice in reading and writing, supplemented by regular use of the language laboratory, and in the second semester, by selected literary texts; exploration of fundamental relationships of the language to French culture. Three periods. Open only to students who do not present French for admission.

The Staff

102 (1-2) Intermediate French
2
Short stories, novels, plays, and films illustrating aspects of French culture. Stress on grammar, vocabulary, and pronunciation. Oral and written work. Three periods.
Prerequisite: 100 or two admission units in French.

The Staff

104 (1-2) The Literature and Language of Modern France
2
Analysis of selected modern texts: fiction, drama, poetry. Grammar review. Study of vocabulary and pronunciation. Frequent written work and oral practice. Three periods.
Prerequisite: 102 or three admission units in French.

The Staff

201 (1-2) French Literature through the Centuries
1 or 2
First semester: Middle Ages through the 17th century. Second semester: The 18th century to the present. Class discussion of selected masterpieces, short papers, outside reading. One unit of credit may be given for the first semester; students having taken a Grade II course first semester may enter the second semester.
Prerequisite: 104 or four admission units in French; by permission of the instructor, 102.

The Staff

203 (1-2) Introduction to Literary Analysis by Genres
1 or 2
First semester: Short story and novel. Second semester: Theatre and poetry. Class discussion, oral reports, short papers. One unit of credit may be given for the first semester; students having taken a Grade II course first semester may enter the second semester.
Prerequisite: same as for 201.

The Staff

205 (1) (2) French Society Today
1
Contemporary problems and attitudes. Class discussion of representative texts, periodicals, and newspapers. Oral reports, short papers, outside reading.
Prerequisite: same as for 201.

Ms. de Courtivron, Miss Simon

212 (1) Medieval French Literature I
1
French literature from the *Chanson de Roland* through Villon. Medieval texts read in modern French.
Prerequisite: 201 or 203 or 205. Open to freshmen with four or more admission units.

Miss McCulloch

213 (1) (2) French Drama in the Twentieth Century
1
Trends in contemporary drama: symbolism, the use of myths, the influence of existentialism, the theatre of the absurd.
Prerequisite: same as for 212.

Mr. Stambolian, Ms. de Courtivron, Miss Simon

214 (1) (2) The French Novel in the Nineteenth Century
1
Intensive study of narrative techniques and the representation of reality in major works by Balzac, Stendhal, Flaubert, Zola.
Prerequisite: same as for 212.

Mrs. Gill, Ms. de Courtivron

215 (2) Baudelaire and Symbolist Poets
1
The nature of the poetic experience studied in the works of Baudelaire, Verlaine, Rimbaud, and Mallarmé.
Prerequisite: same as for 212.

Mr. Galand

216 (2) The French "New Novel"
1
Recent experiments in fiction, with discussion of drama and film. Emphasis on the works and theoretical writings of Robbe-Grillet, Sarraute, Butor, and Beckett. Both traditional and creative criticism.
Prerequisite: same as for 212.

Mr. Stambolian

218 (2) Black Literature in French
1
Its origin and development in Africa, France, and the Caribbean. Analysis of representative poetry, fiction, drama, and essays.
Prerequisite: same as for 212.

Not offered in 1975-76.

220 (1) The Modern French Novel in Translation
1
For description and prerequisite see Extra-departmental 220.

222 (1) (2) Studies in Language I
1
A review of selected problems in French grammar, enrichment of vocabulary, and an introduction to specifically French techniques of composition and the organization of ideas, especially the *dissertation* and the *explication de texte*. Not open to freshmen in the first semester.
Prerequisite: 104, or 102 by permission of the instructor.

Mrs. Gill, Mr. Lydgate

224 (1) (2) French Phonetics
1
Comparative study of the articulation, rhythm and intonation of spoken French and English, combining theory and practical applications. Regular use of the language laboratory. Not open to freshmen in the first semester. Recommended to students majoring in French.
Prerequisite: same as for 222.

Not offered in 1975-76.

249 (1) (2) Selected Topics
1 or 2
First semester: Spoken French—advanced level. Practice in conversation using a variety of materials including films, video tapes and periodicals. Students will take an active part in planning and running classes. Weekly use of the language laboratory. Enrollment limited to 15. Not open to freshmen.
Prerequisite: one Grade II unit.

Mrs. Robbins

Second semester: The French and their concepts. A study in depth of the various myths inherent in French civilization with a strong political and sociological emphasis: from the Cartesian myth to the structuralism of Lévi-Strauss.
Prerequisite: same as for 212.

Miss Coquillat

300 (2) Sixteenth Century Literature
1
Studies in the Renaissance. Authors include Rabelais, Ronsard, and Montaigne.
Prerequisite: two Grade II units of French literature.

Miss McCulloch

301 (1) Seventeenth Century Literature I
1
Baroque and Précieux poets. *L'Astrée*. The birth of the classical theatre: Corneille. Descartes, Pascal.
Prerequisite: same as for 300.

Mr. Hampshire

302 (2) Seventeenth Century Literature II
1
The classical theatre: Molière, Racine. Lafayette, La Fontaine, La Bruyère.
Prerequisite: same as for 300.

Not offered in 1975-76.

Mr. François

304 (1) The Novel of the Eighteenth Century
1
The affirmation of self in 18th century fiction. Among authors studied: Rousseau, Diderot, Laclos, Sade.
Prerequisite: same as for 300.

Miss Simon

305 (2) Studies in Romanticism
1
The Romantic Spirit: the visionary side of Romanticism in the works of Nodier, Balzac, Mérimée, Hugo, Nerval, Lautréamont.
Prerequisite: same as for 300.

Miss Coquillat

306 (1) French Literature in the Twentieth Century I
1
From Symbolism to Surrealism: the literary experience in works of Valéry, Proust, Gide, Apollinaire, Saint-John Perse, Breton.
Prerequisite: same as for 300.

Mr. Galand

307 (2) French Literature in the Twentieth Century II
1
Existentialism and after: the function of literature in works of Malraux, Sartre, Camus, Char, Ponge, Robbe-Grillet.
Prerequisite: same as for 300.

Mr. Galand

308 (1) Studies in Language IIa
1
Comparative stylistics: a normative approach to the problems of translation.
Prerequisite: one Grade III unit of French literature and 222, or permission of the instructor.

Mr. Galand

309 (2) Studies in Language IIb
1
Translation into French from novels, essays, and poetry. Study of French style through analysis of selected texts.
Prerequisite: same as for 308.

Mrs. Robbins

312 (1) Medieval French Literature II
1
See 212. Joint class meetings for 212 and 312. Supplementary assignments and readings in Old French for students at Grade III level.
Open by permission of the instructor.

Miss McCulloch

319 (1) Women and Literary Expression
1
Topic for 1975-76: Contemporary French women poets.
Prerequisite: one Grade III unit of French literature.

Miss Coquillat

321 (2) Seminar
1
Normally a different topic each year.
Prerequisite: same as for 319.

Not offered in 1975-76.

350 (1) (2) Research or Individual Study
1 or 2
Prerequisite: same as for 319.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

Directions for Election

Course 100 is counted toward the degree but not toward the major. Students who begin with 100 in college and who plan to major in French should consult the chairman of the department during the second semester of their freshman year. A student may not count toward the major both 102 and 104. Course 104 may not be elected by students who have taken both 100 and 102.

Upperclassmen majoring in French (with the exception of those who carried two Grade II units in the freshman year) should not elect more than three Grade II units without permission of the department. Majors are required to take two of the following courses: 222, 308, 309. In some cases 224 may also be required.

Courses in other foreign language and literature departments, in art, history (especially 242 and 243), philosophy, English, Extradepartmental 330 and 331, and Religion and Biblical Studies 104 and 105 are recommended for majors.

Students who plan to do graduate work in French are advised to begin or to pursue the study of a second modern language and the study of Latin; those who plan to do graduate work in comparative literature are advised to continue the study of one or more other modern literatures and to acquire proficiency in at least one classical language.

GEOLOGY

Assistant Professor:
Andrews (Chairman)

Instructor:
Nedland, Besancon

102 (1) (2) Introduction to Geology
1
Fundamental facts and principles of earth behavior and history with special reference to Massachusetts and New England. Current problems in oceanography, continental drift, and lunar geology. Field trips and laboratory include study of minerals, rocks, fossils, topographic and geologic maps.
Open to all students.

Mr. Andrews, Mr. Nedland, Mr. Besancon

112 (2) Evolution: Change through Time
1
For description and prerequisite see Experimental 112.

200 (2) Historical Geology
1
The geologic history of North America and the evolution of life as revealed in the fossil record. Paleogeography and ancient sedimentary and tectonic environments. Field trips will develop the geologic history of the region. Laboratory.
Prerequisite: 102 or permission of the instructor.

Mr. Andrews

202 (1) Mineralogy
1
Introduction to crystallography; systematic study of the rock-forming minerals. Emphasis on geochemical relationships including bonding, solid solution series, and phase diagrams. Laboratory.
Prerequisite: 102 and another unit of physical science, preferably chemistry, or permission of the instructor.

Mr. Besancon

205 (1)* Invertebrate Paleontology
1
The morphology and evolution of the major fossil invertebrate phyla with discussion of such general topics as functional morphology, origin of species and higher taxa, ontogeny and phylogeny, animal size and shape relationships, and the theory of evolution. Laboratory and field trips.
Prerequisite: 102 or 200 or one unit in biology or permission of the instructor.

Not offered in 1975-76.

Mr. Andrews

206 (2)* Structural Geology
1
The recognition, description, and causes of deformation of the earth's crust. Topics include the tectonic history of mountain ranges, scale models of geologic structures, mechanics of folding and faulting, comparison of the structure of the Alps and the Appalachians, plate tectonics, and sea floor spreading. Laboratory, field work, and field trips.
Prerequisite: 102 and 200, or permission of the instructor.

Not offered in 1975-76.

Mr. Andrews

208 (1)* Marine Geology
1
Geology of the ocean floor with emphasis on shoreline and submarine processes, ocean currents and sediments, origin and development of the continental shelves. Other subjects will include study of submarine canyons, coral reefs, ocean basin tectonics, the deep sea floor, and ocean life. Field trips to Woods Hole and Cape Cod. No laboratory.
Prerequisite: same as for 200.

Mr. Nedland

304 (2)* Stratigraphy and Sedimentation
1
The formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments and paleoecology, correlation by fossils and radiogenic techniques, transportation, deposition and consolidation of sedimentary particles. Laboratory. Field trips to both modern sedimentary environments and their ancient rock analogues.
Prerequisite: 102 and 200, or permission of the instructor.

Mr. Nedland

307 (1)* Optical Mineralogy
1
Basics of optical crystallography. Application of modern methods to the identification of silicates in grains and thin section. Laboratory.
Prerequisite: 202 or Physics 202.

Mr. Besancon

309 (2) Petrology
1
Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections under the petrographic microscope. Laboratory.
Prerequisite: 202 or permission of the instructor.

Mr. Besancon

310 (1)* Research Methods in Geology
1
Problems in geologic data analysis using statistical and computer methods, macro-, micro-, and x-ray photography, field mapping, mineral separation, and x-ray diffraction techniques. Other topics will be chosen according to students' interests. Laboratory. Field work.
Prerequisite: 102 and one Grade II unit, or permission of the instructor.

Not offered in 1975-76.

Mr. Andrews

349 (2) Seminar
1
Topics in geology to be selected with consideration for students' interests.
Prerequisite: Grade II course in geology and permission of the instructor.

Mr. Andrews

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors.

370 (1-2) Honors Program
2
Required of all honors candidates in the department.

Directions for Election

In addition to eight units in geology, normally to include 205, 206, 304, and 309, the minimum major requires four units from other laboratory sciences, mathematics, or computer science. All four units may not be taken in the same department. Advanced courses in mathematics, chemistry, or physics will be suggested according to the student's needs, interests, and ability.

A student planning graduate work should note that most graduate geology departments require two units each of chemistry, physics, and mathematics. Biology often may be substituted if the student is interested in paleontology. In addition, graduate study usually requires a reading knowledge of French and/or German or Russian.

The department strongly recommends that students majoring in geology attend one of the Rocky Mountain geology field courses given by other colleges. Credit may be given for such courses provided the student's plans are approved in advance by the department.

GERMAN

Professor:
Goth (Chairman)

Assistant Professor:
Ward

Instructor:
Prather

Lecturer:
Deutsch, Ingersoll

The language of the classroom in all courses is almost exclusively German. The student thus has constant practice in hearing, speaking, and writing German.

The department reserves the right to place a new student in the course for which the student seems best prepared regardless of the number of units the student has offered for admission.

By doing special reading during the summer and upon approval of the chairman, capable students in 100 have the opportunity to omit 102 and proceed with 201 or 202.

Qualified students may be recommended to spend the junior year in Germany. See p. 45.

100 (1-2) Elementary German
2
Study of grammar and vocabulary; frequent written exercises; reading of short stories; special emphasis on oral expression. Three periods.
Open to students who do not present German for admission.

The Staff

102 (1-2) Intermediate German
2
Intensive language study: emphasis on idiomatic usage and on syntax. Introduction to the critical study of literary texts, mainly 19th and 20th centuries. Three periods.
Prerequisite: 100 or two admission units in German.

The Staff

104 (1-2) Studies in Language and Literature
2
Training in analysis of fiction and drama. Grammar review. Vocabulary building. Written and oral practice. Three periods.
Prerequisite: two admission units in German and placement test, or 102, or, by permission of the department, 100. Permission will be based on a high grade in 100.

Ms. Goth, Ms. Ward

201 (1) Language in Thought and Action
1
Intensive review of advanced grammar and syntax with emphasis on strengthening vocabulary and idioms. Designed to promote functional grasp of stylists and semantics in conversation, exercises in expository writing, and translation. Three periods.
Prerequisite: 104; or three or more admission units in German; or a high grade in 102; or, by permission of the department, 100. Permission will be based on a high grade in 100 and summer work.

Ms. Ward

202 (1-2) Patterns in Literary Thought
1 or 2
Modern drama, poetry, and prose and their historical, formal, and philosophical relations to works of earlier periods. Three periods. One unit of credit may be given for the first semester. 202 (2) may be taken independently after 201 (1).
Prerequisite: same as for 201.

Ms. Goth, Mrs. Deutsch

204 (1) Goethe I
1
Lyric, prose, and drama before Goethe's return from Italy.
Prerequisite: 202 (1) and (2), or 201 and 202 (2).

Ms. Goth

205 (1) Studies in Romanticism
1
Romantic thought, discovery of the unconscious: Friedrich Schlegel, Brentano, Novalis, E. T. A. Hoffmann, Eichendorff, and others.
Prerequisite: same as for 204.

Not offered in 1975-76.

Ms. Ward

206 (2)* Nineteenth Century Literature
1
Late Romanticism and Realism with special emphasis on the development of the *Novelle* as a genre. Mörike, Stifter, Keller, C. F. Meyer, Droste-Hülshoff, Storm, and Fontane.
Prerequisite: same as for 204.

Not offered in 1975-76.

Ms. Ward

210 (1)* German Drama
1
Theory and practice between the age of Gottsched and Brecht. The theories of Gottsched, Lessing, Schiller, Hebbel, and Brecht will be included as well as the drama of Schiller, Büchner, Kaiser, and others.
Prerequisite: one Grade II unit.

Ms. Ward

220 (2) Contemporary Literary Trends in the Two Germanys
1
Discussion of literature in the Federal Republic of Germany and the Democratic Republic of Germany. An analysis of contrasts, taking works from each genre by representative writers (Grass, Böll, Christa Wolf, Biermann, and others), and considering them within a political/historical context. Attention will also be given to recent trends in literary criticism.
Prerequisite: one Grade II unit.

Ms. Ward

221 (2) Politics and Literature in Post-War Germany
1
For description and prerequisite see Extradepartmental 221.

Not offered in 1975-76.

304 (2) Goethe II
1
Goethe, the poet and the thinker, with emphasis on *Faust*, and his writings after 1788.
Prerequisite: 204.

Ms. Goth

308 (1)* Literature of the Late Nineteenth and Early Twentieth Centuries
1
Intellectual and aesthetic trends of the period. Varied texts: drama, poetry, and prose of representative authors such as Nietzsche, Hofmannsthal, Rilke, Thomas Mann, Hesse, and others.
Prerequisite: two Grade II units.

Ms. Goth

310 (1)* Studies in Poetry
1
Study of techniques and historical background. The development of German poetry from the Baroque to the modern times. With emphasis on poets such as Gryphius, Goethe, the Romantics, Rilke, Hofmannsthal, Benn, and some contemporaries.
Prerequisite: two Grade II units.

Not offered in 1975-76.

Ms. Goth

312 (2) Literature of the Twentieth Century
1
Aspects and tendencies of 20th century literature from the First World War to the present time.
Prerequisite: three Grade II units or permission of the instructor.

Not offered in 1975-76.

Ms. Goth

349 (2) Seminar. The Writer and His Age
1
Intensive study of the works of one or two writers in relation to philosophical, historical, and literary trends of their periods. Topic for 1975-76: Franz Kafka.
Prerequisite: one Grade III unit.

Ms. Goth

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

Directions for Election

Course 100 is counted toward the degree but not toward the major.

Students who begin with 100 and who wish to major in German should consult the department in order to obtain permission to omit 102 and take 202 or 201.

Students intending to major in the department are requested to take 202, or 201 and 202 (2), 204, 304, and at least two further Grade III units.

Courses 205, 210, 312, and one seminar are strongly recommended for the major.

Courses in art, history, philosophy, English, literature courses in other foreign language departments, and Extradepartmental 221, 330, and 331 are recommended.

GREEK AND LATIN

Professor:
Lefkowitz, Geffcken (Chairman)

Assistant Professor:
Frame, Dickison, Brown•, Marvin•

Instructor:
Fant

102 (1) (2) Beginning Greek
1
Fundamentals of the Greek language. Reading from classical authors and from the New Testament. Four periods.
Open to students who do not present Greek for admission.

Mrs. Lefkowitz, Miss Dickison

103 (1) (2) Introduction to Greek Literature
1
Reading from classical authors and from the New Testament. Intensive review of grammar and syntax.
Prerequisite: [100 (1)] or 102.

Mr. Fant, Mrs. Lefkowitz

104 (1) Classical Mythology
1
The more important classical myths read in English translations of Greek and Latin authors; their religious origins; their expression in ancient literature and art; their later influence.
Open to all students.

Mrs. Lefkowitz

150 (2) Colloquium
1
For title and description see History 150 (2)b.

201 (1) Plato
1
Apology, *Crito*, and selections from the *Phaedo*. The character of Socrates and his position in development of Greek thought. Three periods.
Prerequisite: [100] or 102 and 103, or two admission units in Greek or exemption examination.

Mr. Frame

203 (2)* Greek Drama in Translation
1
Intensive study of tragedies of Aeschylus, Sophocles, and Euripides, with emphasis on their use of myth. Detailed analysis of form and imagery as they relate to the total meaning of the play. Individual research into the dramatization of Greek myths by Seneca and later playwrights.
Open to all students.

Not offered in 1975-76.

Mrs. Lefkowitz

205 (2) Homer's *Iliad*
1
Study of selected books in Greek with emphasis on the oral style of early epic; reading of the rest of the poem in translation; the archaeological background of the period. Three periods.
Prerequisite: 103 or 201.

Mr. Frame

207 (2) New Testament Greek
1
For description and prerequisite see Religion 207.

230 (1)* History of Greece
1
For description and prerequisite see History 230.

249 (2) Selected Topics
1
Myth and the development of epic. Intensive study of the *Iliad* and *Odyssey* in translation. Special emphasis on mythic themes which Homer inherited from Indo-European poetry. Topics will include the role of the warrior, the relationship between "intelligence" and "strength," and the mytho-poetic tradition behind major female figures in the two poems.
Prerequisite: 104.

Mr. Frame

302 (1)* Aeschylus and Sophocles
1
Drama as expression of man's conflict with forces beyond his control; the use of mythology to describe the conflict between human institutions and the natural world; innovations in language, metaphor, and metre. Reading of one drama by each author in Greek, others in English.
Prerequisite: 205.

Not offered in 1975-76.

Mrs. Lefkowitz

303 (2)* Myth and History in the Archaic Age
1
Investigation of the narrative methods of recording significant past experience; the evaluation of the relationship of the past to events of the first half of the 5th century; the restrictions on perception imposed by style and structure in both prose and poetry. Reading in Greek from Herodotus and the lyric poets.
Prerequisite: 205.

Not offered in 1975-76.

Ms. Brown

304 (2)* Euripides
1
Euripides' exposition of current problems in traditional narrative framework; his development of dramatic form; his exploration of human and political motivation. Reading of two or three plays in Greek, others in English.
Prerequisite: 205.

Mrs. Lefkowitz

305 (1)* Thucydides
1
Contemporary impressions of the political conflicts confronting the state in the late 5th century B.C. Imperialism and the causes of the Peloponnesian War; the flaws in Athenian democracy and the influence of Sophistic argumentation. The attempt to formulate a scientific approach to history and the rejection of earlier models; the creation of a new prose style. Reading in Greek of selections from Thucydides.
Prerequisite: 205.

Mr. Fant

328 (2)* Problems in Greek History and Historiography
1
Topic for 1975-76: Alexander the Great. The ancient evidence about his life; the propagandistic use of Alexander in later times; the development of Alexander romances as examples of myth-making. Special consideration of specific problems: did Alexander in fact believe in his own divinity? was belief in the brotherhood of man one of his guiding principles? what were his imperial intentions? Open to sophomores, juniors, and seniors who have taken Art 200 or two Grade II units of Greek or Latin or history, or by permission of the instructor.

Mr. Fant

349 (1) (2) Seminar
1 or 2
First semester: The Greek language. Study of the origins and development of the Greek language, with particular emphasis on Homer and the archaic period. The course will combine the reading of Greek texts with an introduction to the methods and possibilities of historical linguistics. Second semester: Greek lyric poetry. The development of poetic forms and vocabulary to express individual emotion or communal response. The reevaluation of epic tradition in terms of contemporary experience. Reading from Sappho, Simonides, Pindar, and Bacchylides, and of choral odes from Aeschylus.
Prerequisite: 205.

Mr. Frame, Mrs. Lefkowitz

350 (1) (2) Research or Individual Study
1 or 2
Open to seniors by permission.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

Latin

100 (1) Beginning Latin
1
Fundamentals of the Latin language. Readings from classical and medieval texts. Three periods.
Open to students who do not present Latin for admission, or by permission of the instructor.

Miss Dickison, Miss Geffcken

101 (2) Introduction to Latin Literature
1
Reading from classical Latin authors, intensive review of grammar and syntax. Three periods.
Prerequisite: two admission units in Latin or 100 or permission of the instructor.

Miss Dickison, Mr. Frame

103 (1) Introduction to Vergil's *Aeneid*
1
Study of the poem with selections from Books I-VI in Latin. Three periods.
Prerequisite: 101 or three admission units in Latin not including Vergil, or exemption examination.

Mr. Frame

104 (1) Classical Mythology
1
For description and prerequisite see Greek 104.

150 (2) Colloquium
1
For title and description see History 150 (2)b.

202 (1) Catullus and Cicero
1
Love, politics, morality, and humor in the last years of the Republic. Study of the evolution of Latin poetic style and of the technique of destructive oratory.
Prerequisite: four admission units in Latin or three including Vergil or 103.

Mr. Fant

203 (2) Horace
1
The development of Horace's poetic style and social commentary. Reading from *Satires* and *Odes*.
Prerequisite: same as for 202.

Miss Geffcken

206 (2)* Latin Prose Style
1
A study of the development of Latin style with reading and analysis of selected texts; practice in writing Latin prose.
Prerequisite: 202 or 203.

Not offered in 1975-76.

231 (2)* History of Rome
1
For description and prerequisite see History 231.

Not offered in 1975-76.

249 (1) (2) Selected Topics
1 or 2
First semester: Latin comedy. Study of selected plays by Plautus and Terence in the light of ancient and modern theories of the Comic.
Prerequisite: 202 or 203 or an AP Latin score of 5.

Miss Geffcken

Second semester: Medieval Latin. The interaction of Christian values and classical modes of thought in literature from 374 to 1374 A.D. Selected readings from prose and poetry.
Prerequisite: 103 or the equivalent or permission of the instructor.

Miss Dickison

300 (1)* The Decline of the Heroic and the Epicurean Response
1
Anti-heroic treatment of myth in Catullus 64; Lucretius' re-creation in poetic form of the Epicurean view of the human experience.
Prerequisite: 249.

Not offered in 1975-76.

Miss Geffcken

301 (1)* Vergil's *Eclogues* and *Georgics* and Ovid's *Ars Amatoria*
1
Vergil's re-creation of the Greek pastoral and his use of didactic and descriptive poetry as a means of examining man's relationship to nature and as political and social commentary. Ovid's parody of Vergilian didactic.
Prerequisite: same as for 300.

Miss Geffcken

302 (2) Vergil's *Aeneid*
1
The artistic achievement of Vergil in the light of earlier literature, especially Homer and Ennius; Vergil's view of man and the destiny of Rome.
Prerequisite: same as for 300.

Miss Geffcken

308 (1)* The Struggle for Power in the Late Republic
1
The events, life, and thought of the late Republic in the letters of Cicero and in the historical writings of Caesar and Sallust.
Prerequisite: same as for 300.

Miss Dickison

309 (2)* Historical Tradition, Morality, and Immorality
1
Livy's portrayal of early Roman heroes as models of behavior and Ovid's and Propertius' rejection of this moral point of view.
Prerequisite: same as for 300.

Mr. Fant

316 (1)* The Effects of Power and Authority in the Empire
1
The literature of disillusion both historical and satirical with emphasis on Tacitus and Juvenal.
Prerequisite: same as for 300.

Not offered in 1975-76.

Mr. Fant

317 (2) Imperial Rome: The Novel
1
The development of the ancient novel with emphasis on satirical techniques in Petronius and on religious and mythological themes in Apuleius.
Prerequisite: same as for 300.

Not offered in 1975-76.

Miss Geffcken

328 (2)* Problems in Greek History and Historiography
1
For description and prerequisite see Greek 328.

350 (1) (2) Research or Individual Study
1 or 2
Open to seniors by permission.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

Directions for Election

To fulfill the distribution requirement in Group A, students may elect any courses in Greek or Latin except 150, 230, 231, and 328. The following may not be counted toward the major in Greek or Latin: Greek [101], 203, [204], 230; Greek/Latin 104, [105], 150, [208], Greek 249, 328; Latin 231.

All students majoring in Greek must complete four units of Grade III work.

All students majoring in Latin are required to complete 300 or 301, 302, and at least two units of the following: 308, 309, 316, 317. Students planning to teach are advised to elect 206.

Latin students who offer an AP Latin score of 5 should elect 249; an AP score of 4 normally leads to 202, but under special circumstances permission may be given to elect 249.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

Courses in ancient history, ancient art, ancient philosophy, and classical mythology are recommended as valuable related work. Students interested in a major in classical and Near Eastern archaeology are referred to p. 201 where the program is described.

Students who wish to focus a classical major on ancient civilization can plan with the department an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units of work in the original language. Basic knowledge of French or German is recommended.

The departments offer a choice of two plans for the Honors Program. Plan A (Honors Research, see 370 above, carrying two to four units of credit) provides the candidate with opportunity for research on a special topic and the writing of a long paper or several shorter papers. Plan B provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations. Honors candidates who are classical civilization majors should elect Plan B.

HISTORY

Professor:
Gulick, Robinson•, Preyer, Cohen, Cox (Chairman)

Associate Professor:
Auerbach, Martin

Assistant Professor:
Bertocci, Hay•, Chaplin, Conzen•, R. Berger[3], I. Berger[3], Edwards, Tumarkin-Fosburg, Dublin[3]

Visiting Professor:
Boulding[3], Seal[3], Von Laue[3]

100 (1) (2) Medieval and Early Modern European History
1
A study of the major ideas and institutions that have shaped western civilizations from the "grandeur that was Rome" to the Age of the Renaissance and Reformation. Emphasis upon the different "lifestyles" of successive western societies and upon the processes of social change in the history of Western Europe. Introduction to the techniques of historical analysis and to problems in the interpretation of historical evidence through extensive use of original sources.
Open to all students.

Mr. Cox, Mr. Edwards

101 (1) (2) Modern European History
1
An introduction to European history from 1600 to the present, designed to aid the student in formulating historical judgments about the significance of representative institutions, the scientific revolution, the Enlightenment, the French Revolution, industrialization, imperialism, world wars, totalitarianism.
Open to all students.

Mr. Gulick, Mr. Bertocci, Mr. Berger

102 (2)* Approaches to the History of American Society
1
Not offered in 1975-76.

Mrs. Conzen

103 (1) The World and the West
1
An introduction to comparative history, focusing on the changing relations between western Europe and other civilizations over the past five centuries. Discussion of technological change and the balance of power; the missionary impulse; trading-post empires; the challenge of modernization, with specific examples from Southeast Asia, Latin America, Africa, India, and the Middle East.
Open to all students.

Not offered in 1975-76.

Ms. Hay

104 (2) Imperialism and Colonial Nationalism
1
After a rapid survey of the early history of the expansion of Europe, this course will study the imperialisms of the main European powers in Asia, Africa, and South America during the 19th and 20th centuries, and the colonial nationalist movements which have challenged these imperialisms in modern times.
Open to all students except those who have taken 280.

Mr. Seal

150 (1) (2) Colloquia
1
For directions for applying see p. 50.
Open by permission to a limited number of freshman and sophomore applicants.

(1)
a. The internationalization of Black Power

The Black Power movement of the 1960's and 1970's represents one of the most militant periods in Afro-American history, similar in many respects to the "New Negro" period after World War I. As was the case with the New Negro movement, the Black Power idea quickly spread to black populations in many countries. This colloquium will discuss some of the highlights of the Black Power era in the United States, Canada, Britain, and the West Indies.

Mr. Martin

b. 1776 and all that

An analysis of the group of American revolutionaries who rose to power and led the movement for independence from Great Britain. Materials will be drawn from primary sources of the period: letters, documents, pamphlets, and newspapers.

Mrs. Preyer

(2)
a. The internationalization of Black Power

Same as 150 (1) a.

b. Romulus the Founder and Attila the Hun: fact and fiction in the accounts of Rome's rise and fall

Rome in the time of the Kings: the reliability of the historical sources, the interplay of myth and fact, and the ambiguous contribution of archaeological evidence. The "Fall" of Rome; a fact or a matter of definition? The testing of theories which assign responsibility to the barbarians, internal corruption, lead poisoning, racial suicide, or organic decay.

Mr. Fant

206 (1-2) Afro-American History
1 or 2
For description and prerequisite see Black Studies 206.

225 (1) History and Futurology
1
A study of images of the future and their impact on society, with reference to the United States and the world community in the 19th and 20th centuries. A critical assessment of current images of our future, of projections and goals relating to that future. Limited to 20 students.
Open to sophomores by permission of the instructor, and to juniors and seniors without prerequisite.

Mr. Boulding, Mr. Von Laue

230 (1)* History of Greece
1
The failure of democracy in Greece; a study of the historical evidence for the development of democracy in Athens; the effects of the acquisition of an empire and the results of the confrontation with Sparta.
Open to all students.

Miss Dickison

231 (2)* History of Rome
1
Rome of the Caesars; political, economic, social life of the empire; attitudes toward autocratic government. Particular attention will be given to the period 27 B.C.-138 A.D.
Open to all students.

Not offered in 1975-76.

Mr. Fant

232 (2) Medieval Civilization 1000 to 1300
1
European society during the High Middle Ages. Kingship and a comparison of medieval states, warfare and the birth of chivalry, peasants and townsmen in an era of economic and technological change, students and churchmen in a period of intellectual ferment. An exploration of political and social ideas as expressed in contemporary sources, including art and literature.
Open to freshmen and sophomores who have had a course in medieval history, art, or literature, and to juniors and seniors without prerequisite.

Mr. Cox

233 (1-2) The Renaissance and Reformation
1 or 2
First semester: The Renaissance in Europe, 1300-1550. A survey of the Renaissance movement as it originated in Italy and then spread to northern Europe. Topics will include the rise of the city-state and bourgeois society; the achievements of Renaissance Florence; the Renaissance papacy and Rome; and the contributions of such figures as Dante, the Medici, Leonardo da Vinci, Machiavelli, More, Rabelais, and Erasmus.

Second semester: The reformations of the 16th century, including the major Protestant movements, the radicals, the Catholic Reformation, and the relationships between religious developments and the broader historical context. One unit of credit may be given for either semester.
Open to freshmen and sophomores who have taken 100 or related work in art, literature, or philosophy, and to juniors and seniors without prerequisite.

Mr. Edwards

235 (1) Classical and Medieval Intellectual History
1
A history of western thought from the Greeks to the end of the 14th century.
Open to qualified freshmen and sophomores (see Directions for Election), and to juniors and seniors without prerequisite.

Mrs. Chaplin

236 (2) Modern European Intellectual History
1
A consideration of the history of western thought from Descartes to such contemporaries as Merleau-Ponty, with particular emphasis on man's changing notions of the relationship of self to society.
Prerequisite: same as for 235.

Mr. Bertocci

238 (1) History of England to 1500
1
A survey of English history from the coming of the Anglo-Saxons through the Wars of the Roses. Some attention will be given to problems of historical interpretation.
Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken 100 or are concentrating in English literature, and to juniors and seniors without prerequisite.

Not offered in 1975-76.

Mrs. Robinson

239 (1) History of England, 1500 to 1700
1
English history under the Tudors and Stuarts. The English Reformation, Elizabethan Renaissance, and 17th century revolutions will be the major themes.
Prerequisite: same as for 238.

Mr. Berger

240 (2) Modern England
1
English history from the late 18th century to the mid-20th century. The transformation of a basically agrarian, hierarchical, traditional society into an industrial, democratic welfare state.
Open to qualified freshmen and sophomores (see Directions for Election), to students who have taken 101 or 239, to sophomores concentrating in English literature, and to juniors and seniors without prerequisite.

Mr. Berger

242 (1) The Age of Louis XIV in France
1
Society and government in 17th century France. The political and cultural background under Richelieu and Mazarin; social, political, and intellectual life during the Golden Age of Absolutism under Louis XIV.
Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken one unit in history, art history, or French, and to juniors and seniors without prerequisite.

Not offered in 1975-76.

Mr. Cox

243 (1) The Enlightenment, the French Revolution, and Napoleon
1
French civilization in the 18th century; analysis of the causes, events, and results of the Revolution. The era of the Revolution and the Napoleonic Empire with emphasis upon political, social, and cultural developments, and their impact upon the rest of Europe.
Prerequisite: same as for 242.

Mr. Cox

246 (1-2) History of Russia and the Soviet Union
1 or 2
First semester: Medieval Russia; the development of Muscovite absolutism; the growth of serfdom; westernization. Second semester: Industrialization; revolutions; the Soviet state under Lenin; Stalin's Russia and its legacy. One unit of credit may be given for either semester.
Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken a course in history or Russian literature, and to juniors and seniors without prerequisite.

Mrs. Tumarkin-Fosburg

248 (1) (2) Europe in the Twentieth Century
1
An interpretative study of modern Europe, emphasizing social change and the development of new modes of thought and expression. Topics include: communism, fascism, nationalism; Freud; changing artistic and intellectual perceptions; popular culture.
Open to qualified freshmen and sophomores (see Directions for Election), to freshmen and sophomores who have taken a European history course, and to juniors and seniors without prerequisite.

Mrs. Tumarkin-Fosburg

250 (1) The First Frontier
1
The adaptation of the English, Europeans, and Africans to the alien environment of North America in the 17th century. Analysis of the formation of colonial settlements, problems of survival and leadership, relations with Indian cultures, the creation of new societies in the New World.
Open to sophomores, juniors, and seniors without prerequisite.

Mrs. Preyer

251 (2) The Making of a Nation, 1763 to 1850
1
The American Revolution, the formation of the Union, the development of the United States as a new nation.
Prerequisite: same as for 250.

Mrs. Preyer

252 (1) The United States, 1850 to 1917
1
The impact of the Civil War and Reconstruction, the emergence of an urban industrial society, and the responses of reformers to that society.
Prerequisite: same as for 250.

Mr. Auerbach

253 (2) The United States, 1917 to the Present
1
Selected 20th century issues and problems, with emphasis on the perceptions of Americans attempting to cope with social change.
Prerequisite: same as for 250.

Mr. Auerbach

254 (1) United States Urban History
1
Origins and development of the American urban system from the colonial period to the present, with emphasis upon changing city functions, urban physical and spatial structure and growth, group accommodation to city living, historical trends in urban politics, and problem solving.
Open to sophomores by permission of the instructor, and to juniors and seniors without prerequisite.

Not offered in 1975-76.

Mrs. Conzen

255 (1) Women and Work in the United States
1
This course will examine the changing nature of women's work in this country from the colonial period to the present. It will be chronological and topical, focusing on the role of women in the pre-industrial economy, the growth of female factory and white collar work, and current trends in women's employment. Emphasis will also be placed on the changing attitudes of and toward women in relation to their evolving role in American society.
Prerequisite: same as for 250.

Mr. Dublin

260 (1)* The Hispanic World
1
The political, social, economic, and cultural evolution of the Latin American world from colonial days to the present. Emphasis on colonial institutions and their relations to historical developments in the Iberian peninsula, and on the fundamental problems, especially in certain key countries, of modern and contemporary Latin America.
Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have had a course in history or art history, and to juniors and seniors without prerequisite.

Not offered in 1975-76.

Mr. Lovett

261 (1)* History of Spain
1
The period of Spain's hegemony and modern developments culminating in the Civil War of 1936-39.
Prerequisite: same as for 260.

Not offered in 1975-76.

Mr. Lovett

265 (2) History of the Middle East
1
The social and cultural institutions of the Islamic world before 1800; the impact of the West; the rise and development of nationalist movements in the 19th and 20th centuries. Some attention will be given to Islamic influence in India, Africa, and Southeast Asia.
Open to all students.

Not offered in 1975-76.

Ms. Hay

267 (1) History of Africa. West Africa
1
An introduction to the history of West Africa from the ancient kingdom of Ghana to present times. The major topics will include the precolonial kingdoms, the expansion of Islam, the Atlantic slave trade, social and economic change during the colonial period, and nationalistic movements.
Open to all students.

Not offered in 1975-76.

Ms. Hay

268 (1) History of Africa. East, Central, and Southern Africa
1
An introduction to the history of East, Central, and southern Africa from ancient times to the present. Topics of major interest will include migration and state formation in early times. Swahili civilization, the slave trade, colonialism and nationalism, and the continuing conflicts in southern Africa.
Open to all students.

Ms. Berger

271 (1) Japanese History
1
Japanese history from earliest times to present, focusing on modern period (since 1600). Special consideration given to cross-cultural comparison (Japanese and European feudalism, Japanese and Chinese responses to encounters with the modern West), factors contributing to Japan's astonishingly rapid modernization in the 19th and 20th centuries, and problems faced by Japan in the future.
Open to all students.

Mr. Cohen

275 (1) Premodern Chinese History
1
Chinese civilization from earliest times to the period of the modern western intrusion. Emphasis on dominant historical and cultural patterns; the evolution of Confucianism, Taoism, and Chinese Buddhism; and the development of major political institutions (emperor, bureaucracy, examination system, and others). Extensive readings in Chinese literature.
Open to all students.

Mr. Cohen

276 (2) Modern Chinese History
1
The history of China from the Opium War to the present. Analysis of political, economic, social, and intellectual changes stimulated by the intrusion of the modern West. Special attention paid to ways in which China's quest for modernity has been shaped by the Chinese past.
Open to all students.

Mr. Cohen

279 (2) India and the West
1
This course will consider the impact of the West upon India, concerning itself primarily with the interaction of Britain and India. It will attempt to assess the nature and purposes of British rule in India, and will study the development of nationalist politics in the subcontinent. Besides providing an analytic and narrative account from the beginning of the 18th century until 1947, it will attempt to investigate the political economy of India in town and country during the 19th and 20th centuries.
Open to all students.

Mr. Seal

280 (2) Imperialism, Nationalism, and Modernization
1
Varieties of European imperialism in the 19th and 20th centuries, particularly colonial rule and informal empire, and the different ways in which people of other world civilizations responded to the threat of industrial Europe. The colonial experience, the growth of nationalist movements, and forms of modernization will be compared on the basis of examples drawn from Africa, the Middle East, Japan, and Southeast Asia.
Prerequisite: same as for 200.

Not offered in 1975-76.

Ms. Hay

300 (1) Historical Thinking and Its Problems
1
A study of the variety of approaches to history used by historians in the past and present. The relationship between the historical discipline and disciplines such as the social sciences and literature. Problems confronting the historian today: evidence, causation, generalization, value judgment, objectivity. Open to sophomores, juniors, and seniors who have taken two Grade II units of history, or by permission of the instructor.

Not offered in 1975-76.

Mrs. Robinson

301 (1) The Art of Biography
1
Exploration of the diverse ways of presenting biographical narrative and insights in prose, film, and other media; the utilization of sources on the individual and their integration with historical materials; the historiographical problems of biography.
Prerequisite: same as for 254.

Mr. Gulick

302 (2) Biography Workshop
1
Student biographical projects in prose, film, and other media, normally a continuation of projects begun in 301. Group discussion.
Prerequisite: 301.

Mr. Gulick

305 (1) Europe's Traditional System of International Relations, 1780 to 1914
1
The nature of Europe's classical balance of power system and its subsequent modification through the French and industrial revolutions; the diplomacy of national unification and of imperialist expansion. Attention to Ottoman, Chinese, and African relations with Europe.
Prerequisite: same as for 300.

Mr. Gulick

306 (2) Global International Relations
1
The emergence of untraditional, cataclysmic problems of weaponry, population, and environment superimposed on traditional, ongoing problems of international relations. Attention equally divided among Europe, East Asia, the United States, and the Soviet Union.
Prerequisite: same as for 300.

Mr. Gulick

309 (2) Intellectual History of Russia and the Soviet Union
1
Social and political thought in the 19th and 20th centuries. Topics include: Slavophiles and the idealization of the peasant; radical movements; Marxism and Bolshevism. Emphasis will be placed on conflict between official ideology and dissident views.
Prerequisite: same as for 300.

Mrs. Tumarkin-Fosburg

310 (1-2) Social History of the United States
1 or 2
The evolution of American society viewed as the response of basic social units such as families, classes, communities, occupational and ethnic groups, educational and religious institutions to the changing conditions of initial settlement, expansion, and industrialization, as conditioned by changing social ideals. First semester: Colonial period to 1840. Second semester: 1840 to 1940. One unit of credit may be given for the first semester.
Open to juniors and seniors who have taken two units of history or by permission of the instructor.

Mr. Dublin

312 (2) Civil Liberties in the United States
1
The historical development of selected First Amendment freedoms with emphasis on the relationship between civil liberties and political and social movements. The historical context of contemporary issues such as political justice, civil disobedience in wartime, and student rights.
Prerequisite: same as for 254.

Mr. Auerbach

316 (1) History of the West Indies
1
For description and prerequisite see Black Studies 316.

318 (1) Race and Conflict in Southern Africa
1
An exploration of the historical relationships between the European, African, and the Asian communities in South Africa, Angola, and Mozambique, in an attempt to understand the current situation in these countries.
Prerequisite: one unit in African studies or permission of the instructor.

Not offered in 1975-76.

Ms. Hay

319 (2) Pan-Africanism
1
For description and prerequisite see Black Studies 319.

328 (2)* Problems in Greek History and Historiography
1
For description and prerequisite see Greek 328.

330 (2) Seminar. Medieval/Early Modern Europe
1
Topic for 1975-76: A study of Renaissance society and politics and the philosophies it engendered. This seminar will combine a study of social, economic, and political history with an examination of such thinkers as the Italian civic humanists, Machiavelli, More, Erasmus, and the Calvinist resistance theorists.
Open to qualified juniors and seniors by permission of the instructor (see Directions for Election).

Mr. Edwards

331 (1) Seminar. European History
1
Topic for 1975-76: Modern French history, 1789-1945. Modern France is traditionally described as a society divided against itself, republicans against monarchists, free-thinkers against Catholics, workers against the bourgeoisie. The seminar will consider selected topics in intellectual, political, and social history with the aim of subjecting this view to critical analysis.
Prerequisite: same as for 330.

Mr. Bertocci

332 (1) Seminar. English History
1
Topic for 1975-76: Witchcraft and premodern systems of belief from 1500 to 1700. Focusing on England, but with comparisons from Africa, western Europe, and North America, the seminar will analyze the social and cultural setting of witchcraft from both an anthropological and an historical perspective.
Prerequisite: same as for 330.

Ms. Berger, Mr. Berger

333 (1) Seminar. European Intellectual History
1
Normally a different topic each year.
Prerequisite: same as for 330.

Not offered in 1975-76.

Mr. Bertocci

335 (1) Seminar. American Studies
1
Topic for 1975-76: America as the promised land. An examination of selected texts drawn from various disciplines and historical eras which attempts to define the promise of the American experience and analyze the fulfillment or failure of that promise.
Open by permission of the instructor to American studies majors, and to other qualified students if space permits.

Mr. Auerbach

336 (2) Seminar. American Urban History
1
Topic for 1975-76: The growth and decline of a New England mill town: Lowell, Massachusetts. The case study of a single community in the 19th and early 20th centuries will enable the course to examine in depth the interrelated processes of industrialization, urbanization, and immigration within a limited context. Students will make use of primary sources, such as business, census, and town records, as well as contemporary literary sources, to trace the impact of industrial capitalism on women and the family.
Prerequisite: same as for 330.

Mr. Dublin

337 (1) Seminar. American History I
1
Topic for 1975-76: Selected problems in American legal history. The transmission of English law to the American colonies and the development of American law in the federal system.
Prerequisite: same as for 330.

Mrs. Preyer

338 (2) Seminar. American History II
1
Topic for 1975-76: The silent generation. The impact of the Cold War and McCarthyism on the values and lifestyles of young (and not so young) Americans.
Prerequisite: same as for 330.

Mr. Auerbach

340 (2) Seminar. Afro-American History
1
For description and prerequisite see Black Studies 340.

342 (2) Seminar. African History
1
Topic for 1975-76: African revolutionary movements. A comparative examination of armed struggles against European rule focusing on such questions as their ideology, organization, tactics, social setting, and continuing impact on the post-colonial situation.
Prerequisite: same as for 330.

Ms. Berger

345 (1) Seminar. Chinese History I
1
Topic for 1975-76: Rethinking 19th century Chinese history. The seminar will begin with a brief review of standard Marxist and non-Marxist interpretations of 19th century China and will then move on to more intensive exploration of revisionist and counter-revisionist approaches advanced in the last few years. Central problem: to define and evaluate the role of the West in 19th century Chinese history.
Prerequisite: same as for 330.

Mr. Cohen

346 (2) Seminar. Chinese History II
1
Topic for 1975-76: Mao Tse-tung. Mao's life and thought will be explored from a number of vantage points; an effort will be made to define his dual role as a generator and legitimizer of change in modern China.
Prerequisite: same as for 330.

Mr. Cohen

347 (2) Seminar. Comparative History
1
Topic for 1975-76: A revolutionary era, 1776-1848. Similarities and differences of revolution, reform, and reaction in Europe and America. The ideology of change, the evolution of democratically oriented political movements, the role of social class and class consciousness, and the emergence of new social and economic realities.
Prerequisite: same as for 330.

Mrs. Preyer

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

Directions for Election

A wide variety of programs may provide insight into the nature and scope of history as a discipline. Accordingly, the student majoring in history is given great latitude in designing a program of study. The student may elect courses freely, but should focus eventually upon a special field of interest, such as: (1) a particular geographic area, nation, or culture (2) a limited time period (3) a special aspect of history, e.g., social, diplomatic, intellectual (4) a significant historical problem or theme, e.g., revolution, urbanization, racism. In designing a program students are encouraged to consider courses given at MIT and in other departments at Wellesley. The concept of the major should be discussed with the major advisor, and students should consult with their advisors about changes they may wish to make in the course of the junior and senior years.

The colloquia are available to freshmen and sophomores without prerequisite. Since colloquia enrollments are limited, special application must be made. Incoming freshmen may obtain application forms from the class dean, sophomores from the Registrar's Office, Green Hall. If a colloquium is oversubscribed the instructor will decide which applicants are to be accepted. Students are advised to apply for more than one, indicating first, second, and third choices if they wish.

Seminars, unless otherwise indicated, are open by permission of the instructor to qualified juniors and seniors. Since enrollments are limited, a student wishing to apply for admission to one or more seminars must fill out an application blank, available in the department office, Founders Hall 120. Notification of which applicants are to be accepted will be made no later than the announced date for course changes without fee in each semester.

The general survey courses (100, 101, 102, 103) and Grade II survey courses in classical (230, 231), Asian (271, 275, 276), African (267, 268), and Middle Eastern (265) history are open to all students without prerequisite. In addition, freshmen and sophomores with a strong secondary school background in European history (modern, and ancient, or medieval) may elect as a beginning course 232, 233, 235, 236, 238, 239, 240, 242, 243, 246, 248. Courses at the Grade I level, however, are strongly recommended for students planning to major in history.

ITALIAN

Professor:
Avitabile (Chairman)

Assistant Professor:
Ellerman

Instructor:
Mattii[3]

All courses are conducted in Italian. In all courses except seminars some work will be required in the laboratory.

Qualified students may be recommended to spend the junior year in Italy. See p. 45.

100 (1-2) Elementary Italian
2
Development of basic language skills for the purpose of acquiring contemporary spoken Italian and a reading knowledge useful in the study of other disciplines. A general view of Italian civilization. Three periods.

The Staff

202 (1) Intermediate Italian
1
Readings from newspapers and periodicals on topics of contemporary interest such as the changing status of the Italian woman. Study of a contemporary novel in its historical context. Three periods.
Prerequisite: 100 or the equivalent.

The Staff

207 (2) Significant Moments of the Italian Literature of the Middle Ages and the Renaissance
1
An introduction to the Golden Age of Italian literature. Study and analysis of selected texts by authors such as Saint Francis of Assisi, Dante, Petrarch, Boccaccio, Machiavelli, Castiglione and Guicciardini.
Prerequisite: 202.

Mrs. Mattii

208 (1) Italian Romanticism
1
An introductory study of the poetry and prose of Foscolo, Leopardi, and Manzoni.
Prerequisite: 207 or permission of the instructor.

Ms. Avitabile

245 (2) Films and the Novel in Italy
1
For description and prerequisite see Extra-departmental 245.

301 (1-2) Dante
2
A study of Dante's *Divina Commedia* and minor works.
Prerequisite: same as for 208.

Ms. Avitabile

302 (1)* The Theatre in Italy
1
The development of the theatre from its origins to the present time. An introduction to the classical theatre, the Commedia dell'Arte, the Pastoral drama; special emphasis on the modern theatre. Study of plays by authors such as Poliziano, Machiavelli, Tasso, Goldoni, and Pirandello.
Prerequisite: same as for 208.

Not offered in 1975-76.

303 (1)* The Short Story in Italy through the Ages
1
A study of short stories by authors such as Boccaccio, Sacchetti, Bandello, Gozzi, Verga, Calvino, Ginzburg.
Prerequisite: same as for 208.

Mrs. Ellerman

308 (2) The Contemporary Novel
1
The study of Italian fiction since 1930 as seen in the works by authors such as Moravia, Vittorini, Pavese, Calvino, and Pirro. Special emphasis on themes related to the literary, social, and cultural problems of the postwar era.
Prerequisite: same as for 208.

Mrs. Ellerman

349 (2) Seminar. Literature and Society
1
The works of one or two writers studied in relation to their historical context. The author(s) will be chosen according to the interests of the participants in the course. Open by permission of the chairman.

The Staff

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to students who have completed two units in literature in the department.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

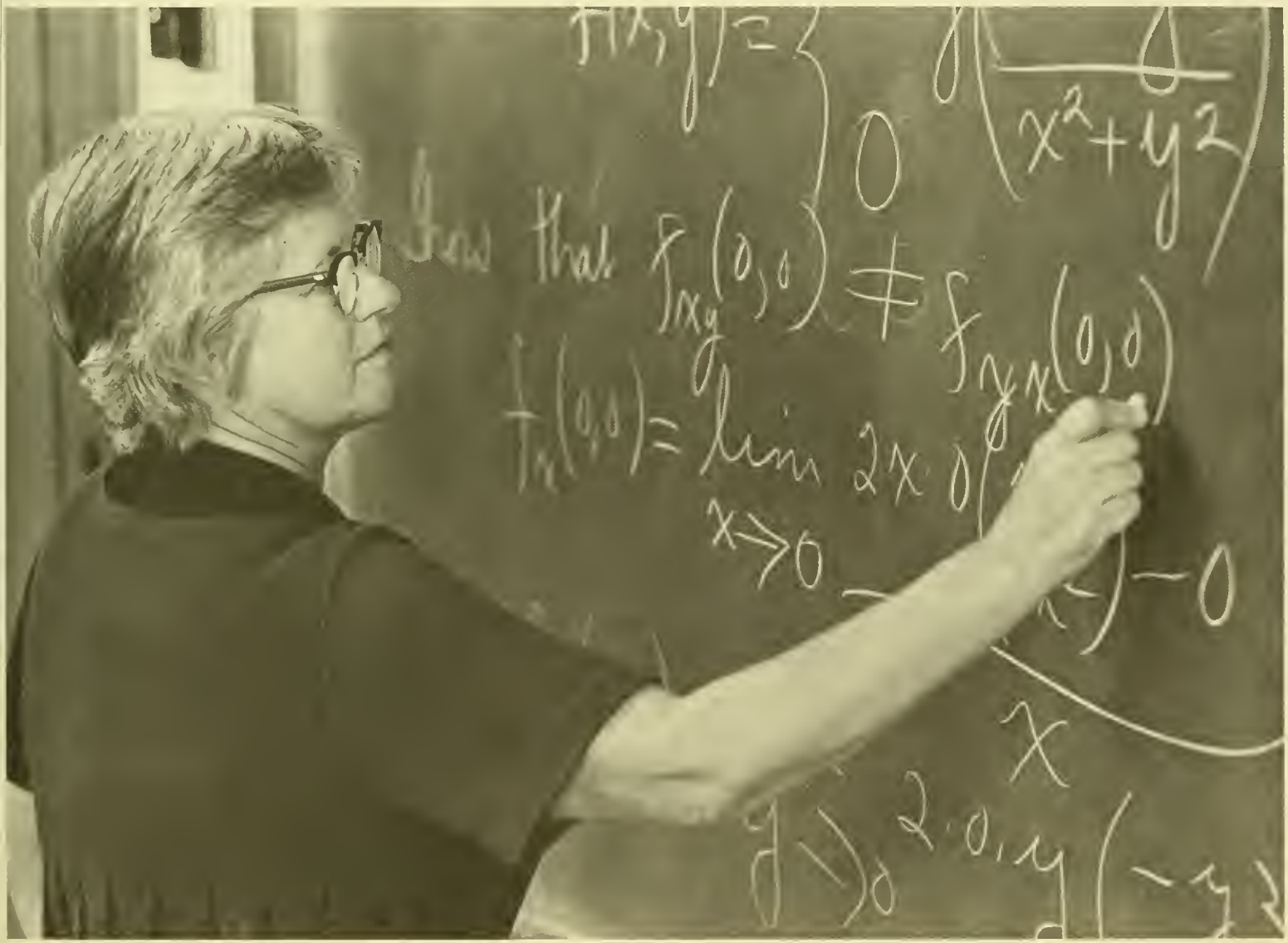
Directions for Election

Course 100 is counted toward the degree but not toward the major. Course 245 may count toward the major as specified in the course description.

Students majoring in Italian are advised to take 301 and 308. Courses in one or more other languages, ancient or modern, art, history, and philosophy, are recommended as valuable related work.

Majors planning to do graduate work in Italian are advised to take at least one unit in French or Spanish literature and to have a reading knowledge of Latin or of a third Romance language.

MATHEMATICS



Professor:
Schafer•, Norvig (Chairman)

Associate Professor:
Wilcox

Assistant Professor:
Myers, Stehney, Shultz•, Wason, Shuchat, Roitman, Sontag, Wang

Instructor:
Bridger[3]

All courses meet for two periods weekly with a third period every other week.

100 (1) (2) Introduction to Mathematical Thought
1
Study of form in mathematical thought with emphasis on interrelationships of structural patterns. Material selected from areas such as number theory, algebraic and geometric structures, and theory of infinite sets.
Courses 100 and 102 are intended primarily as terminal courses; both may be elected.
Open to all students except those who have taken or are taking 110 or 111 or the equivalent.

The Staff

102 (1) (2) Introduction to Finite Mathematics
1
Topics selected from areas such as logic, sets, partitions, probability, vectors and matrices; applications in the biological and social sciences. Courses 100 and 102 are intended primarily as terminal courses; both may be elected.
Open to all students.

The Staff

103 (1) Techniques of Mathematics: Precalculus
1
For description and prerequisite see Experimental 103.

108 (1) (2) Techniques of Calculus
1
This course is devoted almost exclusively to techniques and applications. It is primarily intended for students requiring calculus for applications. Topics include differentiation, integration, partial derivatives, with applications to extrema, velocities, related rates, areas, and volumes. The course introduces most of the techniques developed in 110 and 111.
Open to all students except those who have taken or are taking 110 or 111 or the equivalent.

The Staff

110 (1) (2) Calculus I
1
Study of functions of one variable. Limits and continuity. Differential calculus of algebraic and trigonometric functions with applications. Introduction to the integral.
Open to all students except those who have taken or are taking 108 or the equivalent.

The Staff

111 (1) (2) Calculus II
1
The logarithmic and exponential functions. Techniques and applications of integration. Limits, derivatives, and integrals in greater depth than in 110.
Prerequisite: 110 or a substantial introduction to the calculus, or 108 by permission of the department.

The Staff

201 (1) Techniques of Intermediate Calculus
1
A nontheoretical development of topics of particular importance to students interested in applications of mathematics. Topics include: functions of several variables, partial differentiation and multiple integration. Linear algebra, matrices, linear equations, determinants. Ordinary differential equations, homogeneous and simple nonhomogenous equations, numerical and power series solutions. Vector valued functions. Not to be counted toward the major in mathematics. Extradepartmental 216 is recommended as a sequel, particularly for majors in the physical sciences.
Open to students who have taken 111 or by permission of the instructor.

Mr. Myers, Ms. Stehney

203 (1) Probability and Elementary Statistics
1
Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expectations, mean, standard deviation, and sampling from a normal population.
Prerequisite: 111 or the equivalent.

Mr. Shuchat

206 (1) (2) Linear Algebra
1
Systems of linear equations, vector spaces over the real and complex fields, linear transformations, matrices, determinants.
Prerequisite: same as for 203.

Mr. Shuchat, Ms. Roitman, Mr. Wilcox

207 (1) (2) Calculus III
1
Indeterminate forms, improper integrals and infinite series. Differentiation and integration of power series. Introduction to differential equations.
Prerequisite: same as for 203.

The Staff

208 (1) (2) Calculus IV
1
Functions of several real variables. Partial differentiation. Multiple and iterated integration. Line integration and Green's theorem.
Prerequisite: 207 or permission of the instructor.

Mr. Norvig, Ms. Wason

210 (2) Differential Equations
1
An introductory course in ordinary differential equations.
Prerequisite: 207.

Ms. Stehney

249 (1) Selected Topics
1
Normally a different topic each year.
Prerequisite: 111 or permission of the instructor.

Not offered in 1975-76.

302 (1-2) Elements of Analysis
1 or 2
Point set theory; study of convergence, continuity, differentiation and integration in finite dimensional Cartesian spaces. Topics chosen from Lebesque integration, Fourier series. One unit of credit may be given for the first semester.
Prerequisite: 206 and 208.

Ms. Stehney

305 (1-2) Modern Algebraic Theory
1 or 2
Introduction to algebraic systems including groups, rings, integral domains, fields, abstract vector spaces. One unit of credit may be given for the first semester.
Prerequisite: same as for 302.

Mr. Wilcox, Mr. Myers

307 (2)* Topology
1
An introduction to abstract point-set and algebraic topology. Topological spaces, compactness, connectedness, continuity. Topics taken from metric spaces, product spaces, separation axioms, convergence, homotopy theory, manifolds, and simplicial homology.
Prerequisite: 302 (1).

Not offered in 1975-76.

Mr. Wilcox

309 (1)* Foundations of Mathematics
1
The set-theoretic foundations of modern mathematics. Cardinal and ordinal arithmetic. The axiom of choice and the continuum hypothesis.
Prerequisite: 302 (1) or 305 (1) or permission of the instructor.

Ms. Roitman

310 (2) Functions of a Complex Variable
1
Elementary functions and their mapping properties; integration theory; series expansions of analytic functions.
Prerequisite: 302 (1).

Ms. Wason

349 (2) Selected Topics
1
Topic for 1975-76: Applications of linear algebra. Spectral theory and a variety of its applications, both within and outside mathematics. In the last half of the semester the students will give a series of seminar presentations, examining applications of their choice.
Prerequisite: 302 (1) or 305 (1).

Mr. Shuchat

350 (1) (2) Research or Individual Study
1 or 2
Open to juniors and seniors by permission.

370 (1-2) Honors Program
2
Required of honors candidates who choose to do honors research.

Directions for Election

A major in mathematics must include the first semester of 302 and of 305, and either the second semester of 302 or 310. Units of AP credits will not be counted toward the minimum of eight units required of majors. Students planning to elect both units of either 302 or 305 should take both units in the same year.

Courses 100 and 102 may not be counted toward the major. The department also offers Techniques of Mathematics, Experimental 103, which is described on p. 194.

Students expecting to do graduate work in mathematics should elect the second semester of 302 and of 305, 310, and 349. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

Students who expect to teach at the secondary school level are advised to elect the second semester of 302 or a course in geometry, and 310.

Majors who may be practice teaching in their senior year should elect 302 (1-2) or 302 (1) and 310 (2) not later than their junior year. Students are encouraged to elect MIT courses which are not offered by the Wellesley College mathematics department.

Placement in Courses and Exemption Examination

Students entering with AP scores of 4 or 5 on the AB Examination, or 3 on the BC Examination of the CEEB are eligible for 206 and 207; those entering with AP scores of 4 or 5 on the BC Examination of the CEEB are eligible for 206 and 208.

Examinations for exemption from one or two courses in mathematics to satisfy partially the college requirement in science and mathematics will be offered to students who have been well prepared in the subject matter of 110 and 111. If students pass both 110 and 111 examinations, they will receive exemption from two units in mathematics; if they should pass the 110 examination only, they will receive exemption from one unit in mathematics. Exemption examinations are not offered for 100 and 102.

MUSIC

Professor:
Herrmann (Chairman), Jander

Associate Professor:
Barry

Assistant Professor:
Kelly, Shapiro[3]

Lecturer:
Windham[3], Cooke[3], Fisk[3], Isaacson[3]

Instructor in Performing Music:
Zighera (cello), Goetze (piano), Taylor (organ), Pappoutsakis (harp), Preble (flute), O'Donnell (voice), Odiaga (harpsichord), Plaster (bassoon and Assistant in Chamber Music), Hartzell (viola da gamba and Assistant in the Collegium Musicum), Stuart (clarinet), Linfield (recorder, krummhorn, and Assistant in the Collegium Musicum), R. Cook (trumpet and cornetto), K. Roth (oboe and baroque oboe), Cirillo (violin and Director of Chamber Music), Smith• (guitar and lute), Arnold (guitar), Fisk (piano), Lipson (viola), N. Roth (baroque flute), Zaretsky (viola)

101 (1-2) Introductory Course
1 or 2
The fundamentals of musicianship. Development of reading and listening skills. Introduction to traditional harmony. One unit of credit may be given for the first semester. Three periods: one lecture and two section meetings.
Open to all students.

Miss Barry, Mrs. Shapiro

103 (1-2) Introduction to the Literature of Music
1 or 2
A survey course designed to develop musical understanding, insight, and powers of observation through the study of music of various styles and periods. A previous knowledge of music is not required. One unit of credit may be given for the first semester. Not to be counted toward the major in music. Two periods of lecture and one section meeting. Open to sophomores, juniors, and seniors who have taken not more than one unit in music, and to freshmen with the permission of the chairman of the department.

Mr. Kelly, Mr. Herrmann, Mr. Jander, Mr. Windham

107 (1-2) Afro-American Music
1 or 2
A survey of Black music in the United States and in the Caribbean from its origin in Africa to the present. The course will examine basic theoretical principles as they apply to Black musical culture, the development of styles, and the relationship between musical innovation and socio-political events. In the second semester, emphasis will be placed on improvisational concepts and techniques of two jazz eras: the "Be-Bop" revolution in the 1940's and the subsequent "Free Jazz" movement. One unit of credit may be given for the first semester. Not to be counted toward the major in music.
Open to all students except those who have taken [106].

Mr. Windham

151 (1) Freshman Seminar. Music in Performance
1
A course for freshmen with a strong background in theory and performance, designed to increase their awareness of interpretive and stylistic problems through a study of selected works observed in live performance. Works studied will be chosen to take advantage of the rich cultural offerings of the Boston-Cambridge area.
Open only to freshmen who have exempted the first semester of 101.

Mr. Jander

200 (1-2) Design in Music
2
A survey beginning with Gregorian chant and concluding with electronic music, with emphasis on live performance and on the incisive analysis of scores. Three periods.
Prerequisite: 101.

Mr. Kelly

203 (1-2) Counterpoint
2
Two- and three-part writing. Analysis.
Prerequisite: 101.

Mr. Fisk

208 (1)* The Baroque Era
1
Studies in the music of the 17th and early 18th centuries with emphasis on the works of Bach and Handel. Not to be counted toward the major in music.
Prerequisite: 101 or 103.

Miss Barry

209 (1)* The Classical Era
1
Studies in the music of Haydn, Mozart, and Beethoven. Not to be counted toward the major in music.
Prerequisite: 101 or 103.

Not offered in 1975-76.

210 (2)* The Romantic Era
1
Analysis of representative compositions of the 19th century. Not to be counted toward the major in music.
Prerequisite: 103 or 200 or 209.

Not offered in 1975-76.

214 (2)* The Twentieth Century
1
An introduction to contemporary music. Not to be counted toward the major in music.
Prerequisite: 103 or 200 or 208 or 209.

Mr. Windham

303 (2) The Middle Ages and the Renaissance
1
Topic for 1975-76: The Renaissance style in bloom and transition. A study of the forces (political, cultural, artistic) that evoked the transition to Baroque style in Italy and England (1550-1625). Comparisons of music by Palestrina, Marenzio, Gesualdo, and Monteverdi; and Byrd, Weelkes, Gibbons, and Tomkins.
Prerequisite: 200.

Mr. Jander

307 (2) The Opera
1
A study of operatic forms, styles, and traditions from the time of Mozart to the present.
Prerequisite: two Grade II units in the literature of music.

Mr. Herrmann

312 (1-2) Harmony
2
The figured bass. Harmonization of melodies. Analysis. Three periods.
Prerequisite: 203.

Mr. Cooke

316 (1-2) Introduction to Composition
2
Advanced studies in theory. The principles of instrumentation. Composition for small ensembles.
Prerequisite: 312 and 320.

Not offered in 1975-76.

319 (1)* Seminar. The Nineteenth Century
1
Normally a different topic each year.
Open to students who have taken 200 and who have taken or are taking 312.

Not offered in 1975-76.

Miss Barry

320 (1) Seminar. The Twentieth Century
1
Topic for 1975-76: Studies in forms and techniques of composition in music during the early part of the century, with emphasis on works of Stravinsky and of the Second Viennese School.
Prerequisite: same as for 303.

Mr. Cooke

321 (1) Seminar. The Age of Bach and Handel
1
Topic for 1975-76: Representative works of J. S. Bach, with emphasis on *The Goldberg Variations* and *The Saint Matthew Passion*.
Prerequisite: same as for 319.

Mr. Jander

322 (2) Seminar. The Classical Era
1
Topic for 1975-76: Mozart's chamber music with piano.
Prerequisite: same as for 319.

Miss Barry

344 (1) (2) Performing Music
1 or 2
Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week.
Open to qualified juniors and seniors who have taken 200 and who meet the qualifications described in the Directions for Election.

The Staff

350 (1) (2) Research or Individual Study
1 or 2
Directed study in theory, orchestration, composition, or the history of music.
Open to qualified juniors and seniors by permission.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

Directions for Election

A major in music includes 101, 200, 203, and 312. At least two units of additional study at the Grade III level are strongly recommended.

Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the music department's various performing organizations.

Training in sight reading, keyboard harmony, and score reduction is provided without charge to all students enrolled in Music 203 and 312.

Performing Music

Private Instruction

The music department makes arrangements for private instruction in voice, piano, organ, harpsichord, harp, violin (baroque and modern), viola, cello, viola da gamba, flute (baroque and modern), oboe (baroque and modern), clarinet, bassoon, trumpet, French horn, recorder, cornetto, lute, and guitar (classical and modern).

Students who contract for performing music instruction are charged at the rate of $224 for a half-hour private lesson per week throughout the year. An additional fee of $25 per year is charged to all performing music students for the use of a practice studio for one period daily. The fee for the use of a practice studio for harpsichord and organ is $35. Performing music fees are payable in advance and can be returned or reduced only under limited conditions and upon the approval of the chairman of the Department of Music.

All students at Wellesley who take lessons in performing music are required to take the first semester of Music 101 (basic theory) or gain exemption.

Arrangements for lessons in performing music are made at the department office during the first week of the semester.

Academic Credit

One to four units of 344 may be counted toward the degree provided at least two units of Grade III work in the literature of music are completed. Music 344 should ordinarily follow or be concurrent with such courses in the literature of music; not more than one unit may be elected in advance of election of Grade III work in the literature. Only one unit of 344 may be elected per term.

Permission to elect the first unit of 344 is granted only after the student has successfully auditioned for the department faculty upon the written recommendation of the instructor in performing music. This audition ordinarily takes place early in the second semester of the sophomore or junior year. Permission to elect subsequent units is granted only to a student whose progress in 344 is judged excellent.

Performing Organizations

The following five organizations are a vital extension of the academic program of the Wellesley music department:

The Wellesley College Choir
The Wellesley College Choir, with approximately 80 members, gives concerts on and off campus during the academic year, many of them with men's choirs. Endowed funds provide for at least one joint concert each year accompanied by a professional orchestra.

The Wellesley Madrigal Singers
The Madrigal Singers are a chamber chorus of about twenty-five mixed voices. The organization elects its own student director.

The Chamber Music Society
The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, plus a number of diverse, informal programs.

The Collegium Musicum
The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early music. Members of the Collegium enjoy the use of an unusually fine collection of historical instruments: harpsichords, recorders, krummhorns, violas da gamba, baroque violins, baroque and renaissance flutes, baroque oboe, cornetto, sackbut, and lute.
Separate consort instruction is available in viola da gamba and recorder for both beginning and advanced players. Members of such groups are encouraged to take private instructions as well.

The MIT Orchestra
Through the Wellesley-MIT cross-registration program students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.

Dorm room at the turn of the century.

PHILOSOPHY

Professor:
Stadler (Chairman)

Associate Professor:
Putnam•, Congleton

Assistant Professor:
Menkiti, Janik

Visiting Professor:
Stavrides

101 (1) (2) Plato's Dialogues as an Introduction to Philosophy
1
An introduction to philosophy through a study of Plato's views of the nature of man and society, and of the nature of philosophical inquiry as found in the early and middle dialogues taking Socrates as their central concern.
Open to all students.

Mrs. Stavrides, Ms. Congleton

106 (1) (2) Introduction to Moral Philosophy
1
An examination of the methods by which intelligent moral decisions are made through an examination of the views of several major figures in the history of moral philosophy. An attempt to develop the capacity to recognize and critically analyze philosophical arguments pertinent to the resolution of concrete contemporary issues.
Open to all students.

Mrs. Stavrides

150 (1) Colloquium
1
For directions for applying see p. 50.
Open by permission to a limited number of freshman and sophomore applicants.

(1)
Capital punishment and relativity of cultures

The first half of the course centers on an exploration of various philosophical approaches to the justification of capital punishment. We examine the twin issues of social protection and ethical revulsion: does society's protection demand, and adequately justify, the imposition of the death sentence on capital offenders, or is it the case that there are certain ethical and constitutional constraints which render justification impossible? In the second half of the course the problem of relativity of cultures and of the values which these cultures bear is studied. Are there moral assumptions that hold true for all cultures, or is value essentially culturally relative? Readings primarily, but not exclusively, from contemporary sources.

Mr. Menkiti

200 (1) (2) Modern Sources of Contemporary Philosophy
1
A study of the work of Descartes, Hume, and Kant intended as an introduction to contemporary concerns in philosophy through a consideration of their formation in the work of the post-Renaissance philosophers most cited in current discussion. Some attention will also be given to Rousseau and Vico. The course is intended as preparation for more advanced work both in contemporary philosophy and in the history of modern philosophy.
Open to all students except freshmen in the first semester and students who have taken [207] or [208].

Ms. Congleton

201 (2) Aristotle
1
A study of selected Aristotelian treatises. Open by permission of the instructor.

Mrs. Janik

202 (2)* Introduction to African Philosophy
1
For description and prerequisite see Black Studies 202.

Not offered in 1975-76.

203 (1) (2) Philosophy of Art
1
An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence.
Open to freshmen who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.

Mrs. Stadler

204 (1) (2) Philosophy of Language
1
An investigation of man as the unique user of language. The relationship of language capacity to rationality and morality will also be considered. Readings for the first half of the course will include Whorf, Skinner, Chomsky, Piaget, and Vygotsky; for the second half, Wittgenstein.
Prerequisite: same as for 203.

206 (2) Selected Problems in Moral Philosophy
1
Focus on a clarification of the nature of justice and of moral responsibility as discussed by major modern and contemporary philosophers. Application to current problems.
Prerequisite: same as for 203.

Mr. Menkiti

211 (2) Philosophy of Religion
1
An examination of basic problems regarding the nature of religion, the grounds of religious belief, and the character of ritual, with attention to both traditional and contemporary positions.
Prerequisite: same as for 203.

Not offered in 1975-76.

Mr. Menkiti

215 (2) Consciousness, Ideology and Knowledge
1
What factors influence the formation of an individual's beliefs? Theses in the sociology of knowledge. Readings in Marx, Weber, Mannheim, and others.
Prerequisite: same as for 203.

Not offered in 1975-76.

Mrs. Putnam

216 (1) Logic
1
An introduction to the methods of symbolic logic and their application to arguments in ordinary English. Discussion of validity, implication, consistency, proof, and of such topics as the thesis of extensionality and the nature of mathematical truth.
Open to sophomores, juniors, and seniors, and to freshmen by permission of the instructor.

Mrs. Janik

217 (2) Philosophy of Science
1
A course for both science and nonscience majors to increase understanding and appreciation of scientific knowledge and the methods of scientists. An examination of concepts which philosophers of science have found to be particularly interesting, e.g., explanation, law, theory construction, experiment and observation, truth. Examples from the history of science and contemporary science, drawn from both the "hard" and the "soft" sciences.
Prerequisite: same as for 203.

Mrs. Janik

218 (1) History of Science I
1
For description and prerequisite see Extradepartmental 218.

219 (2) History of Science II
1
For description and prerequisite see Extradepartmental 219.

220 (1) History of Modern Philosophy from the Renaissance to Kant
1
A study of the development of modern philosophical approaches to knowledge, man, nature, and society. The course will begin with a brief consideration of Thomas Aquinas as representative of the approach to which the moderns contrasted themselves, and it will assume previous study of Descartes, Hume, and Kant. This background will then be used in studying the development of modern thinking through Machiavelli, Galileo, Bacon, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Rousseau. Emphasis will be on close reading and discussion of selected major texts, but attention will also be given to the cultural and political context of the philosophers studied. Not open to students who have taken [207] or [208].
Prerequisite: 200 or other previous study of Descartes, Hume, and Kant accepted by the instructor as equivalent.

Mrs. Janik

221 (2) History of Modern Philosophy from Kant to the Early Twentieth Century
1
A continuation of Philosophy 220 through the study of Hegel, Schopenhauer, Kierkegaard, Bentham, Mill, Marx, Nietzsche, and Russell.
Prerequisite: 220.

Mrs. Janik

249 (1) Medical Ethics
1
A philosophical examination of some central problems at the interface between medicine and ethics. Exploration of the social and ethical implications of current advances in biomedical research and technology. Topics discussed will include psycho-surgery, gender-surgery, genetic screening, amniocentesis, euthanasia.
Prerequisite: same as for 203.

Mr. Menkiti

311 (2) Kant
1
Intensive study in the philosophy of Kant with some consideration of his position in the history of philosophy.
Open to juniors and seniors who have taken 200, or by permission of the instructor.

Mrs. Stadler

326 (2) Philosophy of Law
1
A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the relation of law to morality, the function of rules in legal reasoning, and the connection between law and social policy. Clarification of such notions as obligation, power, contract, liability, and sovereignty. Readings will cover the natural law tradition and the tradition of legal positivism, as well as such contemporary writers as Hart and Fuller.
Open to qualified juniors and seniors, or by permission of the instructor.

Mr. Menkiti

327 (1) Seminar. Ideas of Progress
1
The aim is to discover what exactly is at issue in discussions of the debts which the arts, sciences, and philosophies of the 20th century owe to their respective historical antecedents. The seminar will examine texts in the history of art, science, and philosophy with a view to clarifying the measure of agreement between different answers to the questions of what progress is and how it is to be assessed. Readings will include Gombrich, Lakatos, and Collingwood.
Open to juniors and seniors by permission of the instructor.

Mrs. Stadler, Mr. Kibel (MIT)

328 (2) Problems in Twentieth Century Philosophy and Architecture
1
An investigation of selected major figures in early 20th century European architecture and philosophy such as Wittgenstein and LeCorbusier. Consideration will be given both to certain important individuals and to relationships between the two disciplines through an examination of the cultural milieu of Vienna and other historical phenomena up to World War II. Offered at MIT jointly with MIT 4.660.
Open by permission of the instructors.

Ms. Congleton, Mr. Anderson (MIT)

333 (1) Phenomenology and Existentialism
1
Central themes in contemporary European philosophy with special emphasis on the contributions of Martin Heidegger.
Prerequisite: 200.

Mrs. Stavrides

350 (1) (2) Research or Individual Study
1 or 2
Open to juniors and seniors by permission.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

Philosophy majors are expected to elect courses in at least two of the following fields: (1) logic or the philosophy of science (2) history of philosophy, ancient or modern (3) value theory, i.e., moral or political philosophy, or the philosophy of art. Students planning graduate work in philosophy are strongly advised to elect courses in all three fields, and, in particular, in logic.

In addition, students majoring in philosophy should develop a special competence either in the work of one major philosopher or in one problem of contemporary concern. Such competence may be demonstrated by passing a course on the Grade III level with an honors grade, by 350 work, or by submitting a substantial paper. Special arrangements can be made for students with strong interdepartmental interests.

A knowledge of Greek, French, or German is desirable. Students planning graduate work in philosophy should acquire a reading knowledge of two of these languages.

The department offers the following options for earning honors in the major field: (1) writing a thesis or a set of related essays (2) a two-semester project which replaces the thesis with some of the activities of a teaching assistant (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

1885 Wellesley College Crew.

PHYSICAL EDUCATION

Associate Professor:
Vaughan (Chairman)

Assistant Professor:
Cochran, Trexler, Burling•, Batchelder, Wiencke

Instructor:
Brown, Tendy, Earle, Allen[3], LaPeer[3]

121 (1-2) Physical Education Activities
The instructional program in physical education is divided into four seasons, two each semester. To complete the College work in physical education a student must earn 8 credit points before the end of the junior year. These credit points do not count as academic units toward the degree, but are required for graduation. Most activities give 1 credit point each season, but certain activities give 2 or more credit points as noted below. Each activity is divided into classes to provide instruction in homogeneous groups. Complete descriptions of courses are sent to entering students. Special fees are charged for a few courses and are listed in the course descriptions. The total program of activities offered in 1975-76 follows.

235 (2) Contemporary Approaches to Dance Composition: Practice and Theory
1
For description and prerequisite see Extradepartmental 235.

(1)
Scheduled throughout the first semester

	Credit points
Advanced first aid	4
Elementary dance	2
Elementary swimming	2
Intermediate gymnastics	2
Life saving and aquatic safety	3
Self-defense	2
Water safety instructor and aquatic leadership	4

Season 1. Scheduled in first half of first semester

Canoeing, crew, experienced dance, golf, hiking and backpacking, horseback riding, independent programs, individual exercise activities, intermediate dance, swimming, tennis, volleyball	Each activity 1
Mask-fin-snorkel, sailing	Each activity 2

Season 2. Scheduled in second half of first semester

Badminton, diving, elementary gymnastics, elementary swim and watermanship, elementary volleyball, experienced dance, fencing, gymnastics, horseback riding, independent programs, individual exercise activities, intermediate dance, squash, swimming, trampoline, yoga	Each activity 1
Human performance (physiological perspective)	2
Scuba	2
Seminar. Sport in society (Not offered in 1975-76.)	2
Standard first aid	2

(2)
Scheduled throughout the second semester

Advanced first aid	4
Elementary dance	2
Elementary swimming	2
Human performance (psychological perspective)	4
Intermediate gymnastics	2
Intermediate yoga	2
Life saving and aquatic safety	3
Self-defense	2
Water safety instructor and aquatic leadership	4

Season 3. Scheduled in first half of second semester

Afro-American dance, badminton, ballet I, dance conditioning, elementary gymnastics, experienced dance, fencing, gymnastics, independent programs, individual exercise activities, intermediate dance, intermediate volleyball, skiing, squash, swimming, trampoline	Each activity 1
Mask-fin-snorkel, ski instructor	Each activity 2

Season 4. Scheduled in second half of second semester

Archery, canoeing, crew, elementary volleyball, experienced dance, golf, gymnastics, hiking and backpacking, horseback riding, independent programs, individual exercise activities, intermediate dance, jazz dance, swimming, tennis	Each activity 1
Human performance (physiological perspective), sailing, scuba, standard first aid	Each activity 2
Seminar. Sport in society (Not offered in 1975-76.)	
Reading period. Open water diving	1

Directions for Election

Each student is expected to complete a minimum of two seasons a year until Physical Education 121 is completed. A student may elect a course which is scheduled throughout a semester, two courses concurrently, or may choose not to elect a course during some seasons.

Students should select courses which meet their present and projected interests in physical activities. It is hoped that students will gain knowledge of the relation of physical activity to the maintenance of general well-being; that they will achieve a level of ability, understanding, and participation in sports, dance, and/or exercise so that they may experience satisfaction and enjoyment; and that they will be able to swim with sufficient skill to participate safely in recreational swimming and boating.

A student's choice of activity is subject to the approval of the department and the College Health Services. Upon recommendation of a College physician and permission of the department a student may enroll in a modified program.

Students may continue to enroll in physical education after Physical Education 121 is completed. Members of the faculty may elect activities with the permission of the department.

PHYSICS

Professor:
Guernsey (Chairman), Fleming

Associate Professor:
Brown

Assistant Professor:
von Foerster, Mitchell[3]

Laboratory Instructor:
Benson

Unless otherwise noted all courses meet for two periods of lecture and discussion weekly and all Grade I and Grade II courses have one three-hour laboratory appointment weekly.

101 (2) Physics in Perspective
1
Qualitative discussion of the evolution of physics from classical to modern concepts with emphasis on 20th century physics. Each student will write a final paper. Laboratory in alternate weeks. Not to be counted toward the minimum major.
Open to all students.

Miss Fleming

102 (2)* Physics of Perception and Aesthetics
1
Qualitative discussion of some of the physical problems arising in psychology, art, and music. Each student will write a final paper applying physical principles to a particular field of interest. Laboratory in alternate weeks. Not to be counted toward the minimum major.
Open to all students.

Not offered in 1975-76.

Mr. von Foerster

104 (1) Basic Concepts in Physics
1
Forces, fields, conservation laws, waves, duality of nature. Two periods weekly with a third period every other week. Three and one-half hour laboratory appointments in alternate weeks. Not open to students who have taken [100].
Open to all students who do not offer physics for admission and by permission of the instructor to juniors and seniors who offer physics for admission.

Miss Fleming

105 (1) General Physics I
1
Elementary mechanics; introduction to wave phenomena. Not open to students who have taken [103].
Open to students who offer physics for admission and who are not eligible for 110.

Mr. von Foerster

106 (1) (2) General Physics II
1
Electricity and magnetism; wave phenomena and optics. Biological examples. Two periods weekly with a third period every other week.
Prerequisite: [100] or [103] or 104 or 105 and Mathematics 108 or 110, or open by permission to juniors and seniors who offer physics for admission.

Mr. Mitchell, Ms. Brown

107 (2)* Energy
1
Qualitative and, at times, quantitative discussion of the role of energy in physical systems: discussion of the various forms of energy, of their relationships, and of the transformation of one form into another; general physical principles and applications to technology, as well as to other sciences. Each student will write a final paper applying the physical principles to a particular field of interest. Laboratory in alternate weeks. Not to be counted toward the minimum major.
Open to all students except those who have taken Chemistry 102, spring 1975. A knowledge of high school algebra and trigonometry is assumed.

Mr. von Foerster

110 (1) Advanced General Physics
1
Mechanics, wave motion, optics. Two periods weekly with a third period every other week. Open to students who offer physics for admission and are taking Mathematics 108 or 111, and by permission of the instructor to students who have completed Mathematics 111.

Mrs. Guernsey

112 (2) Evolution: Change through Time
1
For description and prerequisite see Experimental 112.

200 (2)* Modern Physics
1
Basic principles of relativity and quantum theory, and of atomic and nuclear structure. Prerequisite: 106 or 110. Prerequisite or corequisite: Mathematics 111.

Mr. Mitchell

201 (2) Electricity
1
Fundamental laws of electric and magnetic fields; electric circuits; electric and magnetic properties of matter. Laboratory includes practice in the use of the oscilloscope and other measuring instruments.
Prerequisite: 106 or 110, and Mathematics 111.

Miss Fleming

202 (1) Optical Physics
1
Wave theory as applied to optical phenomena. Interference, diffraction, birefringence, polarization, dispersion. Introduction to modern optics including lasers and holography.
Prerequisite: same as for 201.

Ms. Brown

206 (2)* Electronics
1
Fundamental principles of electron tubes and transistors; application to power supplies, amplifiers, oscillators, modulators. Introduction to integrated circuits.
Prerequisite: 201.

Mrs. Guernsey, Ms. Brown

216 (2) Applications of Mathematics to the Physical Sciences I
1
For description and prerequisite see Extradepartmental 216.

217 (1) Applications of Mathematics to the Physical Sciences II
1
For description and prerequisite see Extradepartmental 217.

249 (1)* Selected Topics
1
Seminar on the foundations of Quantum Theory: historical development, mathematical foundations, and philosophical problems. Students will present papers on topics of interest to them.
Prerequisite: 200 or Mathematics 206 or the equivalent, or permission of the instructor.

Mr. von Foerster

305 (2)* Thermodynamics
1
The laws of thermodynamics; kinetic theory of gases; statistical mechanics.
Prerequisite: 106 or 110, and 217 or Mathematics 208.

Not offered in 1975-76.

Ms. Brown

306 (1) Mechanics
1
A vector analytical presentation of Newtonian mechanics. Two periods weekly with a third period every other week.
Prerequisite: 201 or 202 or permission of the instructor.

Miss Fleming

314 (2) Electromagnetic Theory
1
Maxwell's equations; electromagnetic waves and radiation; physical optics.
Prerequisite: 201 and 306, and 217 or Mathematics 208.

Ms. Brown

321 (1) Quantum Mechanics
1
Interpretative postulates of quantum mechanics; solutions to the Schroedinger equation; operator theory; perturbation theory; scattering; matrices.
Prerequisite: 217 or Mathematics 210.
In addition, one unit of Grade II physics, or permission of the instructor. 306 is recommended.

Ms. Brown

349 (2) Selected Topics
1
Normally a different topic each year.
Prerequisite: 321 or permission of the instructor.

Not offered in 1975-76.

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

Directions for Election

Credit will be given for only one of the following courses: [100], [103], 104, 105, 110.

A major in physics should ordinarily include 201, 202, 306, 314, and 321. Extradepartmental 216 or Mathematics 208 is an additional requirement. One unit of another laboratory science is recommended.

A reading knowledge of two of the following languages is desirable for students planning to attend graduate school: French, German, Russian.

Physics 101, 102, and 107 do not fulfill the requirements for medical school. Premedical students are referred to the requirements given on p. 48.

Exemption Examination

An examination for exemption from Physics 110 is offered to students who present one admission unit in physics. Students who pass this examination will be eligible for Grade II work in physics. No unit of credit will be given for passing this examination.

POLITICAL SCIENCE

Professor:
Stratton, Evans, Miller

Associate Professor:
Schechter (Chairman), Stettner

Assistant Professor:
Just, Baras•, Smookler

Instructor:
Sullivan

100 (1) (2) Political Science and Modern Politics
1
Introduction to the study of politics. Focus will be on the role of values in political systems, the nature of political conflict, the organization and operation of executive, legislative, and judicial institutions. During the first half of the semester there will be one lecture each week by different members of the department, followed by small discussion sections which will explore the content of the lecture and questions raised by the lecturer. In 1975-76 the introductory lectures will be integrated around the common theme of the American political experience. The second half of the course will be conducted in small seminars, each exploring a particular problem; students will choose the seminar they wish to attend. In 1974-75 seminar topics were: The first president and the last; Thucydides' history of the Peloponnesian War; the government and politics of colleges and universities; the federal government and the urban crisis; relations between political science and the natural sciences; the contemporary American presidency; ethnic politics. Open to all students.

The Staff

201 (1) The Variety of Regimes
1
A comparison of various types of regimes, including both historical and contemporary examples. Discussion of the goals of each regime, its theoretical basis or ideology, method of leadership selection, and the formal and informal machinery of government. Case studies will draw on the experience of Greek city-states, parliamentary democracies, and selected communist and fascist states. The class will evaluate several attempts, both ancient and modern, to construct a comprehensive theory of comparative politics.
Prerequisite: one unit in political science, or two units in economics, history, psychology, or permission of the instructor.

Not offered in 1975-76.

Mr. Baras

204 (1) Comparative Politics of the Developing Areas
1
Study of selected aspects of African, Asian, and Latin American political systems, with emphasis upon use and evaluation of analytical concepts in recent literature; political change, national integration, and legitimization among problems considered.
Prerequisite: same as for 201.

Mr. Sullivan

205 (1) Politics of Western Europe
1
A comparative study of democratic politics in western Europe. The course will focus on political development in Great Britain, France, and Germany and will examine the role of political culture, parties, interest groups, and leaders in the political process. Contemporary problems in civil rights, economics, and European integration will be explored.
Prerequisite: same as for 201. History 101 and/or one unit in American or comparative politics are recommended.

Mrs. Just

207 (1) Politics of Latin America
1
Study of politics in selected Latin American states including Argentina, Brazil, Chile, and Mexico, treating dynamics of power development, reform and revolution, foreign policy, and factors underlying policy formation.
Prerequisite: same as for 201; by permission to qualified students who have taken Spanish.

Not offered in 1975-76.

209 (2) Politics of Subsaharan Africa
1
An examination of the problems of decolonization, national integration, and mobilization in selected African states, including Ghana, Nigeria, Ivory Coast, Tanzania, and Zaïre.
Prerequisite: same as for 201.

Not offered in 1975-76.

300 (2) Politics of East Asia
1
National and international politics in Asia, with special reference to China. Japan, India, and the Soviet Union will provide points of contrast and comparison. The People's Republic of China will be considered as an experiment in the implementation of a radical political ideology as well as a response to the challenge of economic development.
Prerequisite: same as for 201.

Mr. Sullivan

301 (1) Politics of the Soviet Union and Eastern Europe
1
Study of politics and government in the Soviet Union and eastern Europe; the interrelationship of ideology and power, leadership, political institutions, and policy formation.
Prerequisite: same as for 201.

304 (2) Studies in Political Leadership
1
The interaction of psychology and politics will be emphasized in conceptual approaches and case studies. Special attention will be given to U.S. presidents as political leaders and women as political leaders. Individual research and student reports.
Open to students who have taken one Grade II unit in international relations, American or comparative politics, or by permission of the instructor.

Miss Miller

305 (1) Seminar
1
Topic for 1975-76: To be announced.
Open to juniors and seniors by permission of the instructor.

Mr. Sullivan

210 (1) (2) Elections, Parties, and Interest Groups in American Politics
1
Analysis of political behavior in America. The impact of issues and opinions on leadership recruitment, political campaigns, and voting behavior. The role of elections, political parties, and interest groups in the policy process, and the prospects for change.
Prerequisite: same as for 201.

Mrs. Just

211 (1) (2) Policy-Making in the Federal Government
1
Study of the behavior of the President and his immediate advisors, bureaucrats, the judiciary, and members of Congress and their staffs as revealed in representative case studies of domestic and foreign policy-making. Among cases considered have been Truman's decision to resist the North Korean invasion of South Korea, the Cuban missile crisis, the steel seizure of 1952, authorization and operation of the Council of Economic Advisors, and the supersonic transport controversy.
Prerequisite: same as for 201.

Mr. Stratton

212 (1) Urban Politics
1
An introduction to contemporary urban political problems. Analysis and evaluation of the formation, implementation, and impact of selected urban policies such as housing, education, police and courts, welfare, and transportation. Consideration of trends in national urban policy, intergovernmental relations, and patterns of political involvement and conflict. Opportunities for group and individual field work in the metropolitan Boston area.
Prerequisite: same as for 201.

Ms. Smookler

215 (2) Bureaucratic Behavior and Policy Analysis
1
Introduction to the foundations and recurrent themes in the study of modern bureaucracies. The course will focus on bureaucratic policy-making in a technologically changing environment and will evaluate the role of the new technological bureaucracies including the FEA, EPA, and AEC. Issues to be examined include the controversy of politics versus administration, modern bureaucracies and democratic theories, the effect of individual behavior and other social-psychological aspects of bureaucracies on policy and the impact of values, expertise, and communication in bureaucratic decision-making.
Prerequisite: same as for 201.

Ms. Smookler

310 (2) Political Decision-Making in the United States
1
Analysis of the policy-making process based on simulation of decision-making in executive, legislative, and/or judicial units at different levels of government in the United States. Four or five nationally important questions considered with all class members playing roles as advocates, witnesses, decision-makers, or analysts; evaluation of role-playing and extent to which relevant considerations are taken into account in reaching decisions.
Prerequisite: one Grade II unit in American politics or permission of the instructor.

Mr. Schechter

311 (1) Seminar
1
Topic for 1975-76: Private interests and public issues in American politics. A study of the dynamics of group pressures in American politics. Discussion of interest group strategies, tactics, and relative access to the public agenda. Problems of pluralism, equality, and democracy are examined in the contemporary setting. See Wellesley-MIT Experimental Course Exchange on p. 161.
Open to juniors and seniors by permission of the instructor.

Mrs. Just

312 (1) Seminar
1
Topic for 1975-76: Energy and politics. The seminar will explore political aspects of the development and utilization of oil, coal, gas, hydroelectric power, and nuclear energy, beginning with some basic reading and followed by detailed reports based upon current materials by members of the seminar.
Prerequisite: same as for 305.

Mr. Stratton

221 (1) (2) World Politics
1
An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the policy perspectives of principal states, and the modes of accommodation and conflict resolution.
Prerequisite: same as for 201.

Miss Miller

222 (2) Comparative Foreign Policies
1
An examination of factors influencing the formulation and execution of national foreign policies in the contemporary international system. Comparisons and contrasts between "advanced" and "developing" countries will be stressed, especially the varying significance of domestic sources of foreign policy in western and nonwestern settings.
Prerequisite: one unit in international relations or comparative politics.

321 (1) The United States in World Politics
1
An examination of American foreign policy since 1945. Readings will include general critiques and case studies designed to illuminate both the processes of policy formulation and the substance of policies pursued. Consideration of future prospects and current research strategies.
Prerequisite: one unit in international relations or permission of the instructor.

Miss Miller

323 (2) Seminar
1
Topic for 1975-76: Games nations play. The seminar will consider the importance of images and other psychological phenomena in the conception and execution of foreign policies and will compare traditional and modern uses of diplomatic, economic, and military instruments, such as personal or summit diplomacy, embargoes on natural resources like oil, and threats of force to signal ambiguous intentions. Case study of the 1973 Middle East War. Individual research and student reports.
Open to juniors and seniors who have taken 221, or by permission of the instructor.

Miss Miller

330 (1) (2) Law and the Administration of Justice
1
Fundamentals of the American legal process, including development of common law, courts and judges, civil and criminal proceedings, consumer rights and duties, criminal liability, interaction of law and politics, limits of a legal system, some comparison with Civil Law System. Legal research and moot court practice.
Open to students who have taken one Grade II unit in Group B, and by permission of the instructor to sophomores. Recommended for students who are planning to take 331 or 332.

Miss Evans

331 (2) International Law
1
The law applicable to the relations of States, international organizations, and individuals in the international community, considering law-making processes, settlement of public and private disputes, national claims to marine areas, control of international terrorism, nationality and alienage, regulation and protection of foreign trade and investments, revision of laws of war. Legal research and moot court practice.
Open to students who have taken 330 or two units in international relations, or by permission to other qualified students.

Miss Evans

332 (1) The Supreme Court in American Politics
1
Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the powers of the President and of Congress, federal-state relations, and individual rights and liberties. Each student will take part in a moot court argument of a major constitutional issue.
Prerequisite: same as for 201.

Mr. Schechter

333 (2) Seminar
1
Topic for 1975-76: Law and social change—emerging constitutional rights of women, racial minorities, and the poor. Analysis of contemporary legal, political, and administrative issues. Focus on the equal protection clause of the Fourteenth Amendment, the proposed Equal Rights Amendment, and statutes such as Title VII of the 1964 Civil Rights Act. The seminar will examine the role of interest groups, political leaders, bureaucrats, and judges in conflicts such as employment discrimination, affirmative action programs, school segregation, housing for the poor and racial minorities, welfare rights. See Wellesley-MIT Experimental Course Exchange on p. 161.
Prerequisite: one unit of legal studies or permission of the instructor.

Mr. Schechter

334 (2) Seminar. The Criminal Justice System
1
An examination of how the criminal justice system works, considering the functions of police, prosecutor, defense counsel, and court in the processing of criminal cases; uses of discretionary power in regard to international and national rendition of fugitive offenders, arrest, bail, plea bargaining, and sentencing; scope and limits of the legal rights of the offender. Each student will conduct a seminar session on preliminary work for the student's seminar paper.
Prerequisite: 330 or permission of the instructor.

Miss Evans

240 (1)* Classical and Medieval Political Theory
1
Study of selected classical, medieval, and early modern writers such as Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther, Calvin, and Hooker. Views on such questions as nature of political man; interpretations of such concepts as freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis.
Prerequisite: one unit in political science or two units in economics, history, philosophy, psychology, or sociology.

Mr. Stettner

241 (2) Modern and Contemporary Political Theory
1
Study of political theory from the 17th century to the present. Among the theorists studied are Hobbes, Locke, Hume, Rousseau, Burke, Mill, Hegel, Marx, and Nietzsche. Views on such questions as the nature of political man; interpretations of such concepts as freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis.
Prerequisite: same as for 240.

Mr. Stettner

249 (2) Political Science Laboratory
1
The role of empirical data and the use of the computer in the study of comparative politics, public opinion, and political behavior. Frequent exercises introduce students to topics in descriptive statistics, probability and sampling, questionnaire design, cross tabulation; tests of significance, regression, correlation and modeling. Emphasis is on concepts in data analysis. No previous knowledge of mathematics, statistics, or computing is required.
Prerequisite: one Grade II unit in political science or permission of the instructor.

Mrs. Just

340 (1)* American Political Thought
1
Examination of American political writing, with emphasis given to the Constitutional period, Progressive Era, and to contemporary sources. Questions raised include: origins of American institutions, including rationale for federalism and separation of powers, role of president and congress, judicial review, etc.; American interpretations of democracy, equality, freedom and justice; legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis.
Prerequisite: one Grade II unit in political science, economics, history, philosophy, psychology, or sociology, or permission of the instructor.

Not offered in 1975-76.

Mr. Stettner

341 (2) Issues and Concepts in Political Theory
1
Study of such political concepts as freedom, justice, equality, democracy, power, revolution, civil disobedience, and political obligation. Discussion of related issues, including implications for political systems of adopting these concepts and problems which result when these values conflict with one another. Emphasis on contemporary political problems and sources.
Prerequisite: same as for 340.

Mr. Stettner

349 (2) Seminar
1
Normally a different topic each year.
Prerequisite: same as for 305.

Not offered in 1975-76.

Mr. Stettner

350 (1) (2) Research or Individual Study
1 or 2
Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor, and plan the project, readings, conferences, and method of examination with the faculty sponsor.
Open by permission to juniors and seniors.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

380 (1) Mini Courses
½
Intensive six-week study of a specialized topic. One unit of credit will be given for two mini courses; no credit will be given for one mini course.
Study of two topics in the course of the semester, six weeks devoted to each. In 1974-75 the topics were: Impeachment of the President and Reform of Congress.
Open to juniors and seniors by permission of the instructor.

Not offered in 1975-76.

Mr. Stratton

Two MIT courses and two Wellesley courses have been selected for the experiment, and deliberate efforts will be made to enroll approximately an equal number of MIT and Wellesley students in each course. The courses will meet once a week, on a rotating basis between the two campuses. Students will receive academic credit from the institution sponsoring the course. However, the MIT courses will not count as exchange units for purposes of determining whether Wellesley students can take additional units at MIT.

311 (1) Seminar
1
Topic for 1975-76: Private interests and public issues in American politics. For description and prerequisite see Political Science 311.

17.29 (1) Ideology and Participation in Black American Politics

What are beliefs, attitudes and feelings of Black Americans currently and historically that are relatively unique and, at the same time, apply to political concerns beyond race relations? To what extent do particular ideologies have common normative or empirical perspectives on American society? What sort of theoretical and ethical concerns distinguish Black politics from other American and internationally identifiable ideological groups? Emphasis given to relationships between ideologies and forms of political participation from electoral politics to the politics of interest groups and mass movements.
Prerequisite: same as for 201.

Mr. Morris (MIT)

333 (2) Seminar
1
Topic for 1975-76: Law and social change—emerging constitutional rights of women, racial minorities, and the poor. For description and prerequisite see Political Science 333.

17.50 (2) Political Crises in South Asia: India, Pakistan, Bangladesh, Sri Lanka, and Nepal

An examination of the political crises that have recently developed in South Asia, including the civil war in Pakistan and the emergence of Bangladesh, the youth insurgency in Sri Lanka, the split in the governing Congress party in India and the persistent tension between the monarchy and former party elites in Nepal. Special attention given to examining the role of party governments (in India and Sri Lanka), a military government (in Pakistan) and a monarchy (in Nepal) in the management of political crises. (Meets concurrently with 17.767.)
Prerequisite: same as for 201.

Mr. Weiner (MIT)

A major in political science may be broad in scope, or it may have a special focus, e.g., metropolitan regional problems, environmental politics, area studies, international politics, legal problems of minorities, political ethics. Political Science 100, which provides an introduction to the discipline of political science, is strongly recommended for students planning to major. The department offers courses, seminars, and research or independent study in five fields: American government, comparative government, international relations, legal studies, political theory and methods. Of the eight units comprising a minimum major, two units must be taken in each of three of these five fields. At least three of these six distribution units must be taken in the Department of Political Science at Wellesley. Units taken at another institution in order to fulfill the field requirement must be approved by the department.

Graduate work in political science leading to the Ph.D. usually requires a reading knowledge of two foreign languages and, for many specialties, a knowledge of statistical techniques or an introduction to the calculus.

Students participating in the Wellesley Washington Summer Internship Program or the Wellesley Urban Politics Summer Internship Program may arrange with the respective directors to earn credit for independent study.

The experimental exchange of faculty and courses between the political science departments of Wellesley and MIT is described on p. 161.

PSYCHOLOGY

Professor:
Zimmerman

Associate Professor:
Dickstein•, Furumoto (Chairman)

Assistant Professor:
Schiavo, Clinchy, Banik, Finison, Moore, Moore[3], Rierdan, Koff, Weingarten, Mokros

Instructor:
Riederer

Lecturer:
Stiver[3]

Research Assistant:
Eister

101 (1) (2) Introduction to Psychology
1
Study of selected research problems from areas such as personality development, learning, and cognition to demonstrate ways in which psychologists study behavior.
Open to all students.

Miss Zimmerman, Mr. Moore

201 (1) (2) Statistics
1
The application of statistical techniques to the analysis of psychological data. Major emphasis on the use of statistics as a tool for the evaluation of published research and for use in the student's own research in more advanced courses. A considerable part of the course will be devoted to laboratory exercises in and out of class. Three periods of combined lecture-laboratory.
Prerequisite: 101.

Mr. Finison, Mr. Riederer

207 (1) (2) Child Development
1
A survey of child behavior and psychological development from birth through adolescence, with emphasis on infancy and early childhood. Theory and research pertaining to personality, social and cognitive development are examined. Two periods of lecture and one of discussion or observation of children.
Prerequisite: 101.

Mrs. Clinchy, Mr. Banik, Ms. Mokros

207R (1) (2) Research Methods in Child Development
1
An introduction to research methods appropriate to the study of child psychology. Individual and group projects. Laboratory. Each section typically limited to ten students. Not open to students who have taken or are taking 210R, or 212R.
Prerequisite: 201 and 207.

Mr. Banik, Mrs. Clinchy

210 (1) (2) Social Psychology
1
The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction. Three periods of lecture, discussion, and demonstration.
Prerequisite: 101.

Mr. Finison, Mr. Schiavo

210R (2) Research Methods in Social Psychology
1
An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to ten students. Not open to students who have taken or are taking 207R, or 212R.
Prerequisite: 201 and 210.

Mr. Schiavo

212 (1) (2) Personality
1
Selected theories of personality as applied to the normal individual. Some emphasis on relation of theories to selected topics and/or case studies.
Prerequisite: 101.

Ms. Rierdan, Ms. Moore, Ms. Weingarten

212R (1) (2) Research Methods in Personality
1
An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typically limited to ten students. Not open to students who have taken or are taking 207R, or 210R.
Prerequisite: 201 and 212.

Mr. Moore, Ms. Rierdan

216 (1) Psycholinguistics
1
Consideration of psychological theories of language, including such topics as an introduction to linguistics, language acquisition, speech perception, meaning, and the relation between language and thought.
Prerequisite: 101.

Mrs. Koff

217 (2) Cognitive Processes
1
An examination of basic issues and empirical research in human information processing. Topics will include pattern recognition, memory processes, concept learning, problem solving, judgment and reasoning.
Prerequisite: 101.

Mr. Riederer

218 (2) Perception
1
Experimental and theoretical approaches to selected topics in perception including visual space, form, and motion; speech perception; perceptual learning and development; and the role of personality variables in perception.
Prerequisite: 101.

Mrs. Koff

219 (1) Learning
1
Basic problems and research findings at the human and animal levels. Among topics studied: schedules and parameters of reinforcement, discrimination, generalization, conditioned reinforcement, and behavior correlated with negative reinforcement.
Prerequisite: 101.

Ms. Furumoto

220R (2) Research Methods in Experimental Psychology
1
An introduction to research methods employed in experimental psychology including the fields of learning, perception, and cognition. Group and individual projects. Opportunity for student selection of an appropriate independent project. Laboratory.
Prerequisite: 101 and 201 (201 may be taken concurrently or waived by permission of the instructors); and 216 or 217 or 218 or 219.

Ms. Furumoto, Mr. Riederer

300 (1) (2) Seminar
1
Topic for 1975-76: Study of the Keller Plan method of learning and teaching, which permits a student to move through course material at her own pace. Seminar members construct materials for the Keller Plan portion of 101, act as Keller advisors to 101 students for five weeks, and later evaluate the Keller Plan work. Advantages and disadvantages of Keller Plan learning; some comparison of Keller Plan and other innovative teaching programs in colleges.
Open by permission of the instructor to students who have taken 101.

Miss Zimmerman

301 (1) Seminar
1
Normally a different topic each year.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including 207.

Not offered in 1975-76.

303 (1) (2) The Psychological Implications of Being Female
1
Consideration of some of the changing patterns in the behavior of women, including literature in the area of sex differences. Some of the following topics will be examined: theoretical formulations of the psychology of women, case studies; results of research on sex differences in humans and animals; social determinants of sex-stereotyped behavior.
Open to juniors and seniors who have taken 101 and two Grade II units.

Ms. Moore, Ms. Weingarten

306 (2) Behavior Change
1
Examination of theories of psychotherapy and behavior change. The course will be focused on an analysis of the assumptions and practice of psychodynamic, client-centered, Gestalt, behavioral, and encounter therapies. Attention will also be given to "radical therapies" and the work of R. D. Laing. Students will participate in a self or other change project.
Open to juniors and seniors who have taken 101 and two Grade II units including 212 or 219.

Mr. Moore

307 (2) Adolescence
1
Consideration of physical, cognitive, social, and personality development during adolescence. Emphasis will be on recent research.
Prerequisite: same as for 303.

Ms. Mokros

309 (1) (2) Abnormal Psychology
1
Consideration of major theories of neurosis and psychosis. Illustrative case materials. Selected issues in prevention and treatment of emotional problems.
Open to juniors and seniors who have taken 101 and two Grade II units including 212.

Mrs. Stiver, Ms. Rierdan

310 (1) Group Dynamics
1
Topics to be considered include leadership, influence, group norms, decision-making, and intergroup relations. Focus on the interaction between individual behavior and group phenomena. The course includes participation in an unstructured group.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units in psychology and/or sociology and anthropology.

Not offered in 1975-76.

311 (1) Seminar. Social Psychology
1
Topic for 1975-76: Psychological study of family interaction. Application of social psychological variables and small group theories to the study of the internal processes of family interaction. Topics will include mate selection, family structure, power, decision-making, coalition formation, and conflict resolution. The approach will consider marital interaction, parent-child interaction, and the family as a unit. Some consideration given to the research methods used to study family interaction.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including 210.

Mr. Schiavo

312 (2) Seminar
1
Topic for 1975-76: The acquisition of schizophrenic behavior. A definition of "schizophrenia" will be attempted through consideration of theoretical models, case studies, and autobiographical reports. Different approaches to explaining the acquisition of schizophrenia, as well as strategies for the change of schizophrenic behavior, will be considered.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units including 212.

Ms. Rierdan

313 (2) Seminar
1
Topic for 1975-76: Culture and development. The investigation of the influence of culture and society on cognitive and personality development. Topics will include the effects of environmental deprivation on intellectual and emotional development, experimental studies attempting to validate Freudian and Piagetian theories in nonwestern cultures, and the special problems in the development of lower class, Black children in a white, middle class society.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units including 207.

Mr. Banik

317 (1) Seminar. Cognitive Development in College
1
An examination of significant changes in thinking during the college years. Major focus on the theories of Perry and Kohlberg and on research based on these theories concerning college students' changing views on issues such as authority, truth, justice, and commitment. Consideration of ways in which colleges may facilitate or retard students' development.
Prerequisite: 101 and two Grade II units including 207.

Mrs. Clinchy

318 (1) (2) Seminar. The Psychology of Language
1
The study of normal language acquisition, the biological substrate of language (cerebral dominance and lateralization of speech and language function), language pathology (developmental disorders, aphasia), and language learning in nonhuman primates.
Open to juniors and seniors who have taken 101 and at least two Grade II units, including 216.

Mrs. Koff

325 (2) History of Psychology
1
The history of selected topics, issues, and systems in psychology with an emphasis on the analysis of primary sources. The field of psychology will be analyzed as a developing science and as systems of ideas. The influence of ideologies of race and sex differences on psychologists will be examined. There will also be discussion of current issues in the historiography of psychology.
Open to juniors and seniors who have taken 101.

Not offered in 1975-76.

Mr. Finison

327 (1) (2) Seminar. Child Development
1
Topic for 1975-76: Behavior problems of children. This seminar will deal with social and cognitive factors involved in the dynamics, development, maintenance, and treatment of children's behavior problems.
Prerequisite: same as for 301.

Ms. Mokros

328 (2) Seminar
1
Topic for 1975-76: The child, the family, and family treatment. The study of children in the context of their families and society. Factors that contribute to optimal growth or serious disturbance within the family will be explored, and individual pathology will be related to family dysfunction. A variety of treatment modalities that attempt to promote change in families and their members will be studied.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units including 207 and 212.

Ms. Weingarten

330 (1) Seminar
1
Normally a different topic each year.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, or 101 and Biology [105].

Not offered in 1975-76.

335 (1) Seminar
1
Topic for 1975-76: Memory and attention. Consideration of major empirical and theoretical issues in contemporary research on human memory and attention. Emphasis will be on conceptions of memory processes in relation to mental operations.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including 217.

Mr. Riederer

340 (2) Social Psychology and Industrial Society
1
Examination of the psychology of work and the psychological consequences of the growth of industry. Investigation of the nature of work as it relates to such psychological variables as satisfaction and feelings of self-worth. Consideration of recent experiments in industry as they relate to these concepts. Readings will include Herzberg, Adorno (*The Authoritarian Personality*), Fromm, and Maslow.
Prerequisite: 101 and two Grade II units.

Mr. Finison

345 (1) Neuropsychology
1
Study of the structure and function of the nervous system with particular emphasis on the brain. Normal and pathological relationships between brain processes and such aspects of human behavior as emotion, attention, memory, learning, and language will be considered. Readings will include human experimental and clinical studies and relevant animal studies.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units.

Mrs. Koff

349 (1) Theories of Child Development
1
This course will examine and contrast the major theoretical currents in the study of child development, their origins and implications. Piagetian theory, psychoanalytic theory, and social-learning theory will be compared with respect to their empirical bases, internal validity, and their adequacy as explanations of behavior. While the primary concern of the course will be the theories in general, those phenomena addressed by all three theories (namely, moral development and the development of sex-identity) will also be discussed.
Prerequisite: same as for 317.

Mr. Banik

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

Directions for Election

A major in psychology must include 101 and 201; one of the following: 207, 210, 212; and one of the following: 216, 217, 218, 219.

The department offers four research courses: 207R, 210R, 212R, 220R. A major in psychology must include at least one of these. However, no more than one of 207R, 210R, 212R may be elected. It is possible to elect 220R in addition to one of the other R courses. It is recommended that a research course be taken by the end of the junior year.

The department recommends that 201 be taken in the sophomore year after 101 and after another Grade II unit or concurrently with another Grade II unit.

RELIGION AND BIBLICAL STUDIES

Professor:
Denbeaux, Mowry, Johnson (Chairman)

Assistant Professor:
Levenson

Instructor:
Bass

Lecturer:
Santmire

Visiting Professor:
Welch[3]

Visiting Associate Professor:
Rosemont[3]

104 (1) (2) The Hebrew Scriptures
1
A study of the historical, prophetic, wisdom, and apocalyptic literature of the Old Testament. An introduction of the methods of literary and historical criticism with a consideration of the impact of the biblical tradition on the individual and society.
Open to all students.

Mr. Denbeaux, Mr. Levenson

105 (1) (2) The Person and Message of Jesus
1
The life and message of Jesus of Nazareth, based on recent historical critical research of the Gospel record. A consideration of the relation between historical knowledge about Jesus and the faith of the early church in him with particular attention to the synoptic Gospels.
Open to all students.

Miss Mowry

107 (1) (2) Crises of Belief in Modern Religion
1
Religious and antireligious thinkers from the Enlightenment to the present. An examination of the impact of the natural sciences, social theory, psychology, and historical method on traditional religion. Readings in Hume, Darwin, Teilhard de Chardin, Marx, Reinhold Niebuhr, Freud, Tillich, and others.
Open to all students.

Mr. Johnson, Mr. Santmire

108 (1) Asian Religions
1
A study of selected religious classics of Asia, such as the *Vedas*, *Upanishads*, *Bhagavad-Gita*, *Lotus Sutra*, and Theravada Buddhist Scriptures. Major attention will be given to Hinduism and Indian Buddhism, followed by a brief examination of other Asian traditions.
Open to all students.

Not offered in 1975-76.

109 (1-2) Classical Hebrew
2
The elements of biblical Hebrew grammar, syntax, and vocabulary. Readings of selections from the Hebrew Scriptures.
Open to all students except those who have taken [203].

Mr. Levenson

150 (1) Colloquium
1
For directions for applying see page 50.
Open by permission to a limited number of freshman and sophomore applicants.

(1)
a. Religion and slavery

Slave religion as a force for liberation and consolation; slaveholder religion as a justification for oppression; abolitionist religion as a demand for public morality. Case studies in the conflicting functions of religion in American society.

Ms. Bass

b. The return to nature in American religion

A study of representative religious attitudes toward nature in the 19th and 20th century U.S. and their relation to the ecological crisis. Attention to Thoreau's thoughts and to "the wilderness" as a religious motif. Examination of contemporary approaches to nature in popular and counterculture religious movements.

Mr. Santmire

204 (2)* Christian Beginnings in the Hellenistic World
1
A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of Paul's thought and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment.
Offered in alternation with 307.
Prerequisite: 105.

Miss Mowry

205 (2) The Prophetic Institution in Biblical Israel
1
A study of the institution of prophecy in its literary, historical, sociological, and theological settings. A careful reading of the prophetic anthologies in the Hebrew Scriptures in an effort to understand the forms of prophetic speech, the emergence of classical prophecy, and the transformation of prophecy into apocalyptic.
Prerequisite: 104 or the permission of the instructor.

Mr. Levenson

206 (2) Israel's Literature and the Ancient Near East
1
The literature of biblical Israel viewed against the background of the cultures of Canaan, Egypt, and Mesopotamia as illumined by modern archaeology. Ancient Near Eastern mythological, cultic, and ritual texts to be read and compared with biblical texts.
Prerequisite: 104 or permission of the instructor.

Not offered in 1975-76.

Mr. Levenson

207 (2) New Testament Greek
1
Special features of *Koine* Greek. Readings from New Testament authors.
Prerequisite: Greek 102 (1).

Miss Mowry

208 (2) Ethics
1
A study of historical and contemporary writings of women influenced by and/or critical of religious traditions. Focus on the varieties of religious commitments which have informed their approaches to social issues, with an emphasis on feminism.
Open to freshmen and sophomores who have taken one unit in the department, and to juniors and seniors without prerequisite.

Ms. Bass

209 (1-2) Advanced Hebrew
2
A brief review of Hebrew grammar. Readings in Hebrew literature, including biblical, rabbinic, and modern texts.
Prerequisite: 109 or [203] or the equivalent.

Mr. Levenson

210 (1) (2) Psychology of Religion
1
An examination of psychological theories of religion from Freud to the present. A critical inquiry into the relationship of psychological processes and religious symbols. Readings in Freud, Jung, Fromm, Erikson, Maslow, William James, and others.
Prerequisite: one unit in the department and one unit in psychology, or two units in either department.

Mr. Johnson

213 (2)* Classical Jewish Thought
1
A study in historical perspective of the development of Judaism from the Hellenistic and early Rabbinic period through the Middle Ages. The methods, ideas and ideals of Talmudic Judaism will be analyzed and discussed, followed by careful study of the philosophical works of major medieval Jewish thinkers, including Saadya Gaon, Judah Ha-Levi and Moses Maimonides. Offered in alternation with 214.
Open to all students.

Not offered in 1975-76.

Mr. Levenson

214 (2)* Modern Jewish Thought
1
Post-enlightenment Judaism from Mendelsohn to Buber. Developments including the Emancipation movements, Zionism, and modern orthodoxy to be studied with a view to their impact on contemporary Judaism. Offered in alternation with 213.
Open to all students.

Not offered in 1975-76.

215 (1) Pilgrimage. The Search for Meaning
1
A study of various journeys, mostly autobiographical, as portrayed in Wiesel's *Night*, Hesse's *Siddhartha*, Kosinski's *The Painted Bird*, Castenada's *Journey to Ixtlan*, Bellow's *Henderson the Rain King*, *The Autobiography of Malcolm X*, and Lagerkvist's *Barabbas*.
Open to all students.

Mr. Denbeaux

216 (1)* Classical Theology
1
The interaction of the biblical world view with classical culture and the consequent emergence of specifically Christian thought. The church fathers, the theology of the Creeds, Augustine and medieval theology. Offered in alternation with 219.
Open to all students.

Not offered in 1975-76.

218 (1) Religion in America
1
A history of religious movements in America and an analysis of their implications for American cultural and social life from the colonial period to the present. Attention to developments within and among the Protestant, Catholic, and Jewish traditions in America and to the religious aspects of various social movements, public values, and interpretations of the American enterprise.
Prerequisite: one unit in the department or one unit in American studies.

Ms. Bass

219 (1)* The Protestant Idea: Its Origin, Development, and Contemporaneity
1
From Luther through Barth and Bonhoeffer. The contribution of the Reformation as a permanent revolution (1) against national, class, racial, and religious cultism; (2) which undergirds atheism as much and as little as it finds an affinity with theism; (3) which insists that any discussion of God and man must respect the mystery and subjectivity of each. The impact of that revolution on civil liberties (Habeas Corpus), on public education and on the ballot. Some consideration of the decline of the revolution and the emergence of the Wasp mentality. Offered in alternation with 216.
Open to all students.

Mr. Denbeaux

220 (1)* The Black Religious Experience in America
1
For description and prerequisite see Black Studies 220.

250 (1) The Confucian Tradition
1
An examination of the fundamental principles of Confucianism, from its beginning to the present, with special attention to the relevance of Confucianism for the context of modern religious and philosophical thought. Readings in early Confucian sources: the Classics, the *Analects*, *Mencius*, and *Hsun-Tsu*; Neo-Confucian responses to Buddhism; and modern responses to the western impact on China: K'ang Yu-Wei, Sun Yat Sen and Mao Tse Tung. Open to all students.

Mr. Rosemont

251 (1) Indian Religions
1
An examination of Indian religions, especially Hinduism and the origin and early developments of Buddhism in India. A study of two aspects of these religions: (1) the multiple suggestions (devotional, popular, legal, mystical, and philosophical) offered to questions about ultimate reality, the world, and man in their most influential periods; (2) their relation to other religious groups in India (Jaina, Moslem, Zoroastrian or Parsi, Nestorian Christian, Sikh, and Jewish) in a pluralistic religious society.
Prerequisite: one Grade I unit in the department.

Miss Mowry

253 (2) Buddhism in China and Japan
1
An historical survey of the development of the Zen, T'ien-t'ai, Pure Land and Nichiren Schools of Buddhism in the context of East Asian society. The study of their major doctrines and scriptures will receive primary attention, complemented by some attention to their religious practices and contemporary relevance.
Prerequisite: same as for 251.

Not offered in 1975-76.

254 (2) Chinese Religions
1
The history of religion in China from archaic times to the Cultural Revolution including the great traditions of Confucianism, Buddhism, and Taoism as well as the various aspects of popular religion.
Open to all students.

Mr. Welch

256 (2) Primitive Religion
1
A study of religious myths and rituals within the context of the socioeconomic backgrounds of selected North American Indian tribes. Some consideration of the variety of methods by which this material can be analyzed—examples from Shamanism.
Prerequisite: 108 or Anthropology 104 or permission of the instructor.

Not offered in 1975-76.

305 (2) Seminar. Chinese Religions
1
An intensive study of a selected group of texts within a Chinese religious tradition. Facility in Chinese language encouraged but not required.
Prerequisite: 253 or 254.

Mr. Welch

306 (2) The Prophet in Biblical Israel
1
An investigation into the phenomenon of prophecy in Israel and the place of the prophet in Israelite society followed by an intensive study of the writings of a classical prophet.
Prerequisite: 104 or 109 or 206 or permission of the instructor.

Not offered in 1975-76.

307 (2)* Seminar. The New Testament
1
A study of the Christian movement, its life and problems, in the post-Pauline period with special emphasis on the Gospel according to John and its interpretive insights for an understanding of the person and work of Jesus and of the Christian tradition.
Prerequisite: 204.

Not offered in 1975-76.

311 (2) Theology and Its Expression in Literature
1
The relation of theology and imagination. A study of selected theological images and the ways in which they have been reshaped by such interpreters as Dostoevsky, Faulkner, Kafka, and Pasolini.
Open to students who have taken one unit in the department and a Grade II course in literature.

Mr. Denbeaux

314 (1)* Theology Seminar. Mortality, Immortality, and Resurrection
1
A critical study of three classical descriptions of the end of man: (1) the case that views death as both absolute and natural; (2) the case that views death as the enabling instrument to free the soul from the body/prison; and (3) the Christian view of a new heaven and a new earth.
Prerequisite or corequisite: 204 or 215 or 216 or [217] or 218.

Mr. Denbeaux

316 (2)* Ethics
1
An intensive study of an ethical issue or a set of related issues with readings in relevant source materials. Normally offered in alternation with 317.
Prerequisite: 208.

Not offered in 1975-76.

Mr. Johnson

317 (2)* Seminar. Psychology of Religion
1
Topic for 1975-76: Narcissism and faith in psychoanalytic ego psychology and selected theologians. Normally offered in alternation with 316.
Prerequisite: 210.

Mr. Johnson

318 (2) Seminar. American Religion
1
Topic for 1975-76: Religion and politics in Boston from the Revolution to the Civil War. Critical analysis of the role of religious thought in movements for social change. Boston area resources will be used for investigations of the religious motivations and consequences of major political events—the American Revolution and the Civil War—and of various reform movements, including abolitionism.
Prerequisite: 218 or permission of the instructor.

Ms. Bass

350 (1) (2) Research or Individual Study
1 or 2
Open to juniors and seniors by permission.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department

Directions for Election

The total program of the major shall be prepared in consultation with the advisor so as to provide for an appropriate balance between specialization and diversity.

Specialization shall include a sequence of courses in at least one particular field of study. Diversity is fulfilled by electing some work within the department outside the field of specialization.

Freshmen and sophomores considering a major are encouraged to elect introductory courses appropriate to their special field of interest; information is available in the department office. Students planning to pursue studies in the Twelve College Exchange Program as part of their major should consult with their department advisor. Several of the Twelve College religion departments offer courses which could supplement and enrich a Wellesley major in religion and biblical studies.

Studies in the original language are particularly valuable for students specializing in Old Testament or New Testament; see Religion 109 and 209 (Classical Hebrew) and Greek 102 (1) (Beginning Greek) and Religion 207 (New Testament Greek).

RUSSIAN

Professor:
Lynch (Chairman), Bones

Instructor:
Hoffman

100 (1-2) Elementary Russian
2
Grammar, oral and written exercises, reading of short stories. Three periods.

The Staff

200 (1-2) Intermediate Russian
2
Conversation, composition, reading, review of grammar. Three periods.
Prerequisite: 100 or the equivalent.

The Staff

201 (1) Russian Literature in Translation I
1
Russian literature from its beginnings to the middle of the 19th century. The focus of the course is on the major prose of the first half of the 19th century. The authors to be considered include Pushkin, Lermontov, Gogol', Goncharov, Turgenev, and Dostoevsky.
Open to all students.

Mrs. Bones

202 (2) Russian Literature in Translation II
1
Russian literature from the second part of the 19th century to the present with emphasis on the works of Tolstoy, Chekhov, Sologub, and such Soviet writers as Babel, Olesha, Pasternak, and Bulgakov.
Open to all students.

Mrs. Bones

249 (2)* Language
1
General laws of phonology, syntax, and grammatical categories. History, theory and logic of language and their application to Russian and the problems of English-Russian translation.
Prerequisite or corequisite: 200 or permission of the instructor.

Not offered in 1975-76.

Mrs Lynch

250 (2)* The Writer and His Age
1
Intensive study of a 19th century Russian writer in the social, literary, and philosophical framework of that century. Topic for 1975-76: The works of Nikolai Gogol'.
Prerequisite or corequisite: same as for 249.

Mrs. Bones

300 (1-2) Advanced Russian
2
The structure of modern Russian. Reading of literary and historical works. Written and oral reports on selected topics.
Prerequisite: 200.

The Staff

311 (1)* Russian Literature from Its Beginnings to Pushkin
1
Byzantine, western, and folk influences in the chronicles and epics of the Kievan and Moscovite periods. Reading of the *Igor Tale*, selections from *Primary Chronicle*, *Zadonshchina*; and works of Ivan IV, Avvacum, Lomonosov, Derzhavin, Radishchev, and Pushkin.
Prerequisite or corequisite: 300.

Mrs. Lynch

317 (1)* Russian Writers Today: Emigré and Soviet
1
Prose and poetry of Aldanov, Nabokov, G. Ivanov, Morshen, and Bulgakov, Solzhenitsyn, Voznesensky, Okudzhava.
Prerequisite or corequisite: 300.

Not offered in 1975-76.

Mrs. Lynch

320 (2)* Seminar
1
Normally a different topic each year offered.
Prerequisite or corequisite: 300.

Not offered in 1975-76.

Mrs. Bones

349 (2)* The Writer in a Censored Society: His Literary and Nonliterary Roles
1
From Pushkin and Lermontov through Tolstoy, Dostoevsky, Majakovsky, Esenin, Zam'atin, and to Evtushenko, Sin'avsky, Daniel.
Prerequisite or corequisite: 300.

Mrs. Lynch

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to qualified students.

370 (1-2) Honors Program
2 to 4
Required of honors candidates who choose to do honors research.

Course 100 is counted toward the degree but not toward the major. Courses 201 and 202 are counted toward the distribution requirements in Group A but not toward the major. However, 201 and 202 are strongly recommended to students who major in Russian.

Students majoring in Russian should consult the chairman of the department early in the college career, as should students interested in an individual major which includes Russian.

History 246 and 309 and Extradepartmental 330 are recommended as related work.

The study of at least one other modern and/or classical language is strongly recommended for those wishing to do graduate work in Slavic languages and literatures.

Hoop rolling on May Day morning began with the Class of 1895 which not only rolled hoops around the circle of Norumbega Hill, but also to College Hall and to all lectures. According to tradition, the winner of hoop rolling is destined to be the first bride in her class.

SOCIOLOGY AND ANTHROPOLOGY

Professor:
Eister, Shimony (Chairman)

Assistant Professor:
Mueller, Kohl

Instructor:
Dimieri, Norris, Merry

Lecturer:
Bane

102 (1) (2) Introduction to Sociology
1
Analysis of basic social structures and processes. Relationship of social norms, values and beliefs to stratification, power, bureaucracy and community. Influence of social movements and ecological adaptation on social change. Brief introduction to quantitative analysis of data.
Open to all students.

The Staff

103 (1) American Society
1
Distinctive organizational and structural characteristics of society in the United States including representative local communities. Population change and institutional developments. Review and critical assessment of the work of deTocqueville, T. Veblen, C. W. Mills, D. Riesman, V. Packard, and others. Does not substitute for 102 as a prerequisite for advanced work in the department.
Open to all students.

Mr. Eister

104 (1) (2) Introduction to Anthropology
1
Consideration of man's place in nature, his physical history, and physical varieties. Brief survey of archaeology and linguistics. The nature of culture with examples primarily from nonwestern societies.
Open to all students.

Mrs. Shimony, Mrs. Merry

105 (1) Physical Anthropology
1
Theories regarding the origin and evolution of man. Primate behavior and adaptation. Analysis of human fossil evidence. Implications for the question of race.
Prerequisite: 104.

Mr. Kohl

106 (1) (2) Archaeology
1
A survey of the development of archaeology and an overview of its methods and themes. Introduction to Old World and New World archaeological sites and sequences.
Open to all students.

Mr. Kohl

201 (1) Social Research I
1
Nature of social research, problem specification, research design, techniques of data collection including field work, survey research, interviews and content analysis. Significance of values, ethics, and politics for research enterprise. Normally followed by 202.
Prerequisite: 102 or permission of the instructor.

Mr. Dimieri

202 (2) Social Research II
1
Techniques for the analysis of quantitative data; creation and access of computer data files; descriptive and inductive statistics including measures of distribution, tests for significance, and measures for association.
Prerequisite: 201.

Mr. Dimieri

203 (1) Deviance
1
The patterning of nonnormative behavior and its relation to social process. Focus on juvenile delinquency and mental impairment in the United States and in crosscultural perspective.
Prerequisite: 102 or 104.

205 (1) Social Anthropology
1
Comparative study of social, political, and economic organization of primitive societies. Stability and change of primitive groups in contact with western culture. Application of anthropology to the problems of underdeveloped countries.
Prerequisite: same as for 203.

Mrs. Merry

207 (2) Comparative Analysis of Modern Complex Societies
1
Organization, functions, and characteristic interrelationships among the major social institutions in total societies. Comparative study. Emphasis on problems of integration and change.
Prerequisite: same as for 203.

209 (1) Social Stratification and Power
1
Critical analysis of inequality, social stratification and social class in the U.S. and in other societies. Relationship between stratification and power. Attention to current issues of lifestyles, liberation movements and class as the basis of social change.
Prerequisite: same as for 203.

Mr. Norris

210 (2) Racial and Ethnic Minorities
1
An analysis of the problems of racial and ethnic groups in American and other societies. Systematic study of adjustment mechanisms of selected racial, religious, and immigrant minorities.
Prerequisite: same as for 203.

Mrs. Merry

211 (2) Family and Society
1
The structure and functions of the family. Analysis of the relationship of the family to social class, society and community in comparative and historical terms. Emphasis on sex roles, traditional and emergent, and on alternative family structures.
Prerequisite: same as for 203.

Mr. Norris

212 (2) Religion and Society
1
Sociological and anthropological views of religion. Differences in organization and functions of religion in primitive, traditional, and advanced contemporary societies. Problems of organized religion in secular, pluralistic, and urban-industrial society.
Prerequisite: same as for 203.

Mr. Eister

213 (1) Sociology of Law
1
Analysis of sociological jurisprudence; examination of the empirical studies of various components of the justice system—legal profession, jury system, courts, police and prisons; special attention to topics of social change, social class, and the law.
Prerequisite: same as for 203.

Mr. Dimieri

214 (1) Medical Sociology
1
Social factors associated with the incidence and treatment of health disorders. Differential availability of health care services. Social organization of hospitals; role behavior of patients, professional staff and others; attitudes in hospital setting toward terminal patients and death.
Prerequisite: same as for 203.

215 (2) Sociology of Communication
1
Sociological forms and consequences of communication with special attention to the press, motion pictures, television, and other mass media.
Prerequisite: same as for 203.

Mr. Eister

216 (2) Sociology of Higher Education
1
Contemporary functions and types of higher educational institutions in the United States. Social organization of the campus as a local community. Professional and nonprofessional role relationships and the coordination of standards and of objectives. Field research required.
Prerequisite: same as for 203.

Not offered in 1975-76.

219 (2) Modern Organizations
1
Various perspectives and methodologies used in the investigation of organizations. Emphasis on size, complexity, and formalization of structure and on power, communication, and decision-making processes. Roles and adaptation of individuals in organizations; the significance of social and cultural environments.
Prerequisite: same as for 203.

Mr. Dimieri

220 (1) The Metropolitan Community
1
Ecological basis of community development from the village to the megalopolis. Changes in social control, deviance, conflict and integration of neighborhood and community in relation to social class, ethnicity, and city size. Types of political behavior emerging from different community structure.
Prerequisite: same as for 203.

Mrs. Mueller

224 (1)* Social Movements and Collective Behavior
1
Theories of conflict and collective behavior applied to emergent social processes such as demonstrations, riots and rebellions; relationship to movements seeking alterations in the social order.
Prerequisite: same as for 203.

Mrs. Mueller

228 (2) Population and Society
1
For description and prerequisite see Education 228.

Not offered in 1975-76.

231 (2) Society and Self
1
Social structure and process with relation to the self. Social contributions and impediments to individual experience. Institutionalization of, and group innovation in, goals, attitudes, and ideas. Group formation as related to self-identity and social purpose.
Prerequisite: same as for 203.

241 (2)* Development of Archaeological Theory
1
An evaluation of current trends in archaeological theory. Examines anthropological archaeology by surveying the origin and growth of the concept of prehistory and relating it to cultural, evolutionary theory.
Prerequisite: 104 and 106, or permission of the instructor.

Not offered in 1975-76.

242 (2)* The Emergence of Complex Societies
1
Review of current research on the beginnings of civilization in Southwest Asia, the Eastern Mediterranean, and Mesoamerica. The course will emphasize qualitative differences between ranked and class stratified societies.
Prerequisite: same as for 241.

Mr. Kohl

244 (1) Societies and Cultures of Africa
1
Comparative study of distinctive kinship, political, economic, and other social institutions of several major cultures of Africa for which there are anthropological reports. Consequences of culture contact among selected tribes and between indigenous and Asian or European cultures.
Prerequisite: same as for 203.

Mrs. Merry

300 (1) Classical Sociological Thought
1
Development of major sociological themes and theoretical positions from Montesquieu to the present.
Prerequisite: 102 or 104, and two Grade II units, or permission of the instructor.

Mr. Eister

301 (2) Anthropological Theory
1
History of ethnological theory. Examination of current evolutionary and functional theories of culture. Discussion of the relationship between personality and culture. Problems of method in anthropology.
Prerequisite: same as for 300.

Mrs. Shimony

306 (1) Research Seminar. Women, Education and Work
1
For description and prerequisite see Education 306.

311 (2) Seminar in Anthropology
1
Topic for 1975-76: Economic anthropology. Analysis of economic structures of nonwestern societies in relation to our industrial capitalistic system. Concentration on substantive issues in economic anthropology, such as the debate on the applicability of formal economic theory to simpler societies, the nature and importance of the economic surplus, and problems of scarcity and development.
Prerequisite: same as for 300.

Mr. Kohl

320 (2) Urban Poverty
1
A comparative social systems analysis of urban poverty in the U.S. and the Third World. Focus on cultural and structural interpretations of poverty, on the strategies of the poor for coping with poverty, and on poverty policies and their implementation.
Prerequisite: same as for 300.

Mr. Norris

323 (1)* Seminar. Deviance
1
Normally a different topic each year.
Prerequisite: same as for 300.

329 (1) Seminar. Organization in Health, Housing, Correctional and Related Institutions in Contemporary Society
1
Problems of funding, staffing, delivery of services, and functional effectiveness. Required internship assignment.
Prerequisite: same as for 300.

Not offered in 1975-76.

342 (1) Seminar. North American Indian Policy and Ethnography
1
Cultural background of selected Indian societies. Social and political problems of American Indians today.
Prerequisite: same as for 300.

Mrs. Shimony

349 (2) Seminar. Strategies of Social Change in Contemporary America
1
Examination of strategies of change available to "relatively powerless" groups. Relationship of protest strategies to electoral politics. Recent examples include strategies by students, women, and ethnic minorities.
Prerequisite: same as for 300.

Mrs. Mueller

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to juniors and seniors.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

Majors in sociology are required to include in their program 102, 201, and 300. Students planning graduate work in the field are advised to include 202.

Majors in anthropology are required to include in their program 104, 301, and at least two appropriate intermediate level anthropology courses.

Students wishing a combined sociology-anthropology major or some other individually designed program of study should consult the chairman of the department.

The Class of 1898.

SPANISH

Professor:
Lovett•

Assistant Professor:
Gostautas (Chairman), Gascón-Vera

Instructor:
Lusky, Villanueva[3], Landerman

Courses of the department are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Qualified students may be recommended to spend the junior year in a Spanish-speaking country. See p. 45.

100 (1-2) Elementary Spanish
2
Grammar, reading, composition, dictation, practical conversation on everyday life; short lectures in Spanish. Stress on the intensive oral approach. Three periods.
Open to students who do not present Spanish for admission.

The Staff

102 (1-2) Intermediate Spanish
2
Review of grammar and related language skills with intensive oral-aural practice, readings from contemporary Hispano-American authors with emphasis on vocabulary building, oral and written expression. Three periods.
Prerequisite: two admission units in Spanish or 100.

The Staff

104 (1) Representative Modern Authors
1
Analysis of selected prose works from *La Generación del '98* on. Authors studied include Unamuno, Valle-Inclán, Benavente, Baroja, and Ortega. Constant practice in writing and speaking. Three periods.
Prerequisite: three admission units or permission of the instructor.

Miss Lusky

201 (1) (2) Oral and Written Communication
1
Practice in conversation and writing to increase fluency and accuracy in the use of idiomatic Spanish. Not open to students who have taken 230.
Prerequisite: 102 or 104 or four admission units.

Miss Landerman

202 (2)* Hispano-American Literature I
1
Critical and aesthetic problems in the field of fiction as seen through the works of Isaacs, Sarmiento, Quiroga, Güiraldes, Azuela, García Márquez, et al.
Prerequisite: same as for 201.

Not offered in 1975-76.

Miss Gascón-Vera

203 (1)* Modern Spanish Literature
1
From *La Generación del '98* to the Spanish Civil War. Dominant themes and innovations in such authors as Unamuno, A. Machado, García Lorca, Guillén and Salinas.
Prerequisite: same as for 201.

Not offered in 1975-76.

Miss Gascón-Vera

204 (1)* Post-Civil War Spanish Literature
1
From post-civil war literature to today. Authors studied include Cela, Goytisolo, Sánchez Ferlosio, Miguel Hernández, and Blas de Otero.
Prerequisite: same as for 201.

Miss Gascón-Vera

205 (2)* Hispano-American Literature II
1
A selection of such outstanding Latin American essayists, poets, and playwrights as El Inca Garcilaso, Sor Juana Inés de la Cruz, Neruda, Lugones, Rubén Darío, Martínez Estrada, Usigli, et al.
Prerequisite: same as for 201.

Mr. Gostautas

206 (1) Landmarks of Spanish Literature I
1
Intensive study of masterpieces and authors chosen from the Middle Ages to the Baroque: *Poema del Cid*, *La Celestina*, *Lazarillo de Tormes*; Garcilaso, Fray Luis de Leon, Cervantes, Lope de Vega, Calderon.
Prerequisite: same as for 201.

Mr. Gostautas

207 (2) Landmarks of Spanish Literature II
1
From the Enlightenment to 19th century Realism. The evolution from neoclassicism to the realistic novel: Moratin, Larra, Espronceda, Bécquer and Pérez Galdós.
Prerequisite: same as for 201.

Miss Landerman

228 (2)* Revolutionary Latin American Literature in Translation
1
For description and prerequisite see Extradepartmental 228.

229 (2)* Spanish Literature in Translation
1
For description and prerequisite see Extradepartmental 229.

Not offered in 1975-76.

230 (1) Spanish for the Bilingual
1
This course is comparable to freshman composition in English in that it provides a basis for oral and written competence for the bilingual American of Hispanic background. Emphasis on the behavior of parts of speech as they relate to English. Conversational practice stressing the building of verbal skills for discussion of academic and intellectual topics. Readings from selected short stories, newspapers, and magazines for discussion and imitation. Not open to students who have taken 201.
Prerequisite: a bilingual background and permission of the instructor.

Mr. Villanueva

301 (2)* Drama of the Seventeenth Century
1
The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of this period as revealed in the drama. Representative masterpieces of Lope de Vega, Castro, Alarcón, Tirso de Molina, Calderón.
Open to juniors and seniors who have taken two Grade II units including one unit in literature.

Miss Gascón-Vera

302 (2)* Cervantes
1
Study of Cervantes and his work, representing the culmination of the novel in Spain. Reading of *Novelas Ejemplares*; analysis and discussion of *Don Quijote*.
Prerequisite: same as for 301.

Not offered in 1975-76.

306 (1)* Modern Hispano-American Literature I
1
Study of the main literary currents in Mexico; analysis of present-day trends in prose and poetry: Rulfo, Fuentes, Reyes, Vasconcelos, Octavio Paz.
Prerequisite: same as for 301.

Mr. Gostautas

307 (1)* Modern Hispano-American Literature II
1
Analysis of present-day trends in prose and poetry: Borges, Mallea, Gabriela Mistral, Vallejo, Mariátegui, Gallegos, Carpentier, Cortázar.
Prerequisite: same as for 301.

Not offered in 1975-76.

Miss Lusky

310 (1)* Seminar
1
Normally a different topic each year offered.
Prerequisite: two Grade II units in literature or permission of the instructor.

Not offered in 1975-76.

Mr. Lovett

Directions for Election

311 (1)* Seminar
1
Topic for 1975-76: Quevedo—prose and poetry. Quevedo: a master of "ingenio" of the Spanish baroque. Satirist par excellence, father of black humor, poet, polemicist, moralist, and a legend evoking wit and bawdy humor. Through the centuries he has been the subject of critical acclaim and controversy, as well as an ever-living presence in succeeding generations of writers. The seminar projects will consist of exploring the underlying unity between Quevedo's different facets and of comparative studies with other writers. Prerequisite: same as for 310.

Miss Landerman

350 (1) (2) Research or Individual Study
1 or 2
Open by permission, or to seniors who have taken two Grade III units in the department.

370 (1-2) Honors Program
2 to 4
Required of all honors candidates in the department.

Course 100 is counted toward the degree but not toward the major.

Students who begin with 100 in college and who wish to major should consult the chairman in the second semester of their freshman year.

Students may choose to major either in Peninsular or Latin American literature. The Peninsular major should ordinarily include 201, 206, 207, 301, 302, and two additional units of Grade III literature in Spanish; the Latin American major should include 201, 202, 205, 306, 307, and two additional units of Grade III literature in Spanish. History 260 is recommended for the Latin American major; History 261 is recommended for the Peninsular major. Extradepartmental 330 and 331 are recommended for both majors.

THEATRE STUDIES

Lecturer:
Barstow (Chairman), Levenson[3]

203 (2) Plays, Production, and Performance
1
The produced play considered as originally the creation of the dramatist but brought to completion in performance through the creative collaboration of producers, directors, designers, and actors.
Open to all students.

Mr. Barstow

205 (1)* Scene Study
1
Study of the performed scene as the basic building-block of playwright, director, and actor. Scenes from significant plays and scenes written for the course regularly rehearsed and performed for class criticism.
Prerequisite: 203 or permission of the instructor.

Mr. Barstow

206 (2)* Design for the Theatre
1
Study of changing concepts of theatrical environment; the designer's function in the production process, with emphasis on performance as a realization of the analytical interpretation of specific plays.
Prerequisite: same as for 205.

Not offered in 1975-76.

Mr. Levenson

208 (1)* Contemporary Theatre
1
Mid-20th century dramatists and production styles; plays, producers, designers, and actors significant in the development of contemporary theatre.
Prerequisite: 203 or permission of the instructor. Open to juniors and seniors without prerequisite.

Mr. Barstow

209 (1)* Seminar. The Design of Lighting for Theatrical Production
1
Theory and technique of the lighting of performance as a major artistic component of theatrical production.
Prerequisite: same as for 205.

Mr. Levenson

210 (1-2)* History of the Theatre
1 or 2
Study of theatre structures, crafts, and practices with emphasis on acting and production styles as these relate to major developments in dramatic literature. One unit of credit may be given for either semester by permission of the instructor.
Prerequisite: same as for 207.

Not offered in 1975-76.

Mr. Barstow

215 (1)* Shakespeare in the Theatre
1
Study of production of Shakespeare's plays in the theatre; particular attention to Elizabethan stagecraft and to contemporary production styles; emphasis on acting and directing. Reports, and scenes performed for class criticism.
Prerequisite: 203, and English 215 or 305 or 306, or permission of the instructor.

Not offered in 1975-76.

Mr. Barstow

350 (1) (2) Research or Individual Study
1 or 2
Open by permission to qualified students.

A student who wishes to pursue an interest in theatre should consult the chairman of theatre studies about course selection which will emphasize dramatic literature in English and foreign languages together with the history and philosophy of art and music.

A student who is interested in an individual major in theatre studies should see Interdepartmental Majors.

Center view of former College Hall.

EXTRADEPARTMENTAL

Experimental Courses

The following section includes several separate courses of interest to students in various disciplines.

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Course may be elected to fulfill in part the distribution requirement in Group A

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Course may be elected to fulfill in part the distribution requirement in Group B

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Course may be elected to fulfill in part the distribution requirement in Group C

According to College legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to the dean of the college. Faculty members and students are invited to submit their ideas to the Committee. There are three criteria for an experimental course or program: (a) it should address a defined problem in education at Wellesley; (b) it should test a set of conscious assumptions about learning (and the results of the test should be communicated openly); (c) it should not fit easily into conventional departmental contexts. The following are the experimental courses which have been approved for 1975-76:

100 (2) Tutorial in Expository Writing
1
An individualized tutorial in writing, taught by juniors and seniors from a variety of academic departments. Requirements for the course include: completion of weekly assignments in writing and revising and occasional reading assignments; weekly conferences with a student tutor; participation in a 6-hour course in reading and study skills; occasional conferences with faculty advisor. Mandatory credit/noncredit.
Open by permission of the class dean.

Mrs. Stubbs

102 (2)* Science and Reality**
1
A study leading to a better understanding of science as a human institution. An historical rather than philosophical approach, attempting to show what science has consisted of in different epochs, assumptions under which scientists have operated, and the changes they have wrought in our perception of reality. As an experiment in education, the course will try to find out if a study of epochs in the history of science can actually affect one's attitude to science itself, and to the world that scientific work has disclosed. Especially recommended for freshmen and sophomores.

Mrs. Chaplin

103 (1) Techniques of Mathematics: Precalculus
1
Methods of problem-solving; an emphasis on development of analytic and algebraic skills necessary for success in studying calculus. The course is designed to maximize substantive success in mathematics: interaction and close personal attention are the rule in class; quizzes are given frequently with virtually unlimited opportunities to retake them. Three 50-minute class meetings, two optional tutorial sessions weekly. Does not count toward the Group C distribution requirement or a major in mathematics. Mandatory credit/noncredit.
Open by permission of the Department of Mathematics.

Mr. Myers, Ms. Wason

112 (2)** Evolution: Change through Time**
1
Study of the concepts of evolution in the physical and biological world and their impact on man's view of himself, his place in nature, and his expectations for future change. Evidence for origins and change in the universe, the earth and life forms will come from the various scientific disciplines. Consideration of the historical development of evolutionary concepts will provide the opportunity to examine carefully the manner in which scientific concepts are formulated, revised, and restated; what it means to be "objective" in science; and the degree to which preconceived ideas affect what we observe, record, and accept in science. Two periods for lecture and a 3-hour demonstration section weekly. Meets the Group C distribution requirement as a nonlaboratory unit but does not count toward the minimum major in any Group C department.
Open only to freshmen and sophomores.

Miss Widmayer, Mr. Andrews

214 (2) Calligraphy
1
Understanding of lettering forms and their usage through study of historical development, mastery of basic forms, and problems in composition and design. Four periods of class instruction. Limited enrollment. A student-taught course for credit.
Prerequisite: Art 105.

Ms. Abbott

104 (1) Classical Mythology**
1
For description and prerequisite see Greek 104.

108 (2) Interpretations of Man in Western Literature**
1
Representative views of the nature of man reflected in a selection of major works of European literature. The readings, chosen to emphasize the classical heritage, will include works of Vergil, Augustine, Dante, Machiavelli, Montaigne, Milton, Goethe, and Eliot. Open to all students.

Mr. Layman

110 (1) (2) Introduction to Automatic Computation
1
Modeling of computational processes as sequential algorithms. Formal and informal techniques for the representation of these algorithms and their implementation on digital computers. Experience in programming and running of elementary problems, numeric and nonnumeric, on a digital computer.
Open to all students.

201 (1) Russian Literature in Translation I**
1
For description and prerequisite see Russian 201.

202 (2) Russian Literature in Translation II**
1
For description and prerequisite see Russian 202.

203 (2)* ** Greek Drama in Translation
1
For description and prerequisite see Greek 203.

Not offered in 1975-76.

210 (2) Contemporary Women: An Interdisciplinary Perspective
1
The course will draw on several disciplines to aid students in orienting their thinking about the nature of women and their actual and possible positions in modern society. Lectures by Wellesley faculty members with special expertise in biology, economics, history, philosophy, political science, psychology, and sociology will contribute insights toward a better understanding of contemporary women. In addition to weekly lectures, the course will include weekly discussion groups. Open to all students with preference given to sophomores, juniors, and seniors.

216 (2) Applications of Mathematics to the Physical Sciences I
1
Topics in linear algebra: matrices, vector spaces, operators, eigenvalue problems; infinite series. Introduction to probability and statistics. Two meetings weekly, with a third meeting every other week.
Prerequisite: Mathematics 201. A prior course in physical science is recommended.

Mr. von Foerster

217 (1) Applications of Mathematics to the Physical Sciences II
1
Topics in analysis: complex analysis; vector analysis. Ordinary differential equations arising in the physical sciences; introduction to partial differential equations. Two meetings weekly, with a third meeting every other week.
Prerequisite: Extradepartmental 216.

Mr. von Foerster

218 (1)** History of Science I**
1
A topical introduction to history of science through examination of changing patterns of scientific explanation and scientific activity, with particular emphasis on the sources, significance and impact of the 17th century scientific revolution. Two periods weekly with a double period every other week for laboratory-discussion.
Open only to juniors and seniors who have completed the Group C requirements and have taken a unit of either history or philosophy.

Miss Webster

219 (2) History of Science II
1
An historical study of the nature, structure and organization of science and scientific thought with particular emphasis on episodes from physical and biological science in the 19th and 20th centuries. Two periods weekly with a double period every other week for laboratory-discussion.
Prerequisite: Extradepartmental 218.

Miss Webster

220 (1) The Modern French Novel in Translation**
1
Psychology and aesthetics in works by Flaubert, Gide, Camus, Beckett, and Robbe-Grillet, with emphasis on Proust's *Remembrance of Things Past*.
Open to students who have not fulfilled the language requirement in French (through examinations or courses) or by permission of the instructor.

Mr. Stambolian

221 (2) Politics and Literature in Post-War Germany**
1
Political and social influences on the literature of East and West Germany since 1945. Studies of works by Biermann, Weiss, Hochhuth, Grass, and others.
Open to sophomores, juniors, and seniors.

Not offered in 1975-76.

Miss Ward

225 (1)* History and Futurology**
1
For description and prerequisite see History 225.

228 (2)* ** Revolutionary Latin American Literature in Translation
1
Aesthetic and sociopolitical problems in the works of revolutionary Latin American writers as seen through the fiction and poetry of Asturias, Cortázar, Garcia Márquez, Carpentier and Neruda. Special attention will be given to the noncommitted Borges.
Open to all students except those who have taken Spanish 306 and 307.

Miss Lusky

229 (2)* ** Spanish Literature in Translation
1
Through the writings of Cervantes, Tirso de Molina, Calderón, and the author of the *Lazarillo*, four universal themes will be analyzed: idealism and reality in the figures of Don Quijote and Sancho; the myth of Don Juan in *El burlador de Sevilla*; the picaresque in *El Lazarillo de Tormes*, and free will and predestination in *La vida es sueño*. Additional readings of Cervantes' *Novelas*, and modern authors such as Pérez Galdós and Unamuno will provide further insight into these recurring themes.
Open to all students except those who have taken Spanish 206, 301 and 302.

Not offered in 1975-76.

Miss Lusky

230 (2) Seminar. Introduction to Computer Science
1
Selected topics: Logical design, construction of an electromechanical automatic sequence computer and machine language programming.
Prerequisite: Extradepartmental 110 and permission of the instructor.

231 (2) Interpretation and Judgment of Films
1
Close analysis of masterpieces of film art, drawn from the work of such directors as Eisenstein, Chaplin, Keaton, Dreyer, Renoir, Clair, Welles, Bergman, Fellini, Godard, and Antonioni. Many short written assignments. Frequent screenings in the early part of the week of the film under discussion; students are required to see each film at least twice. Discussion groups, limited to 20 students.
Open to all students.

Mr. Garis

235 (2) Contemporary Approaches to Dance Composition: Practice and Theory
1
Mid-20th century developments in dance. Practice in composition and experience in critical evaluation of student work. Emphasis on aesthetic problems related to chance and indeterminism in dance.
Open to juniors and seniors beyond the elementary level in ballet or modern dance technique, or by permission of the instructor.

Ms. Trexler

241 (1)* ** Chinese Literature in Translation I
1
For description and prerequisite see Chinese 241.

242 (2)* ** Chinese Literature in Translation II
1
For description and prerequisite see Chinese 242.

Not offered in 1975-76.

245 (2) Films and the Novel in Italy
1
An exploration of the close interrelationship between Italian cinema and fiction in the development of both social realism and experimental modes of poetic expression. Special emphasis on novels by authors such as Moravia, Pavese, Bassani, Pasolini, and analysis of films directed by De Sica, Rossellini, Fellini, Visconti, Bertolucci, Pasolini, and Cavani. Given in English. Students doing the reading and paper writing in Italian may count this course toward the major in Italian.
Open to sophomores, juniors, and seniors.

Mrs. Ellerman

330 (1) Seminar. Comparative Literature
1
Topic for 1975-76: Dictators and tyrants. Literary perceptions of the use and abuse of power. An investigation into the way in which European writers since the 18th century have explored the function of power in society, and represented the figure of the tyrant and dictator. Topics for discussion will range from the literary response to the events of the French Revolution and the First Empire to the theme of dictatorship in modern Latin American fiction. The texts for reading and discussion will include, in addition to selected works of Schiller, Stendhal, Balzac, Tolstoy, works of novelists. Although primarily concerned with literature, the course will examine, where appropriate, parallel themes in opera and cinema.
Open to students who have taken or are taking at least one unit of foreign language beyond the college requirement and who have taken at least two units of Grade III literature.

Ms. Gascón-Vera

331 (2) Seminar. The Theatre Since 1945
1
Comparative study of the major innovative forms of contemporary drama from the works of Beckett, Brecht, and Artaud to the most recent theatrical experiments in Europe and America. New critical approaches and playwriting encouraged.
Open by permission of the instructor to juniors and seniors.

Mr. Stambolian

335 (1) Seminar. American Studies
1
Topic for 1975-76: America as the promised land. An examination of selected texts drawn from various disciplines and historical eras which attempts to define the promise of the American experience and analyze the fulfillment or failure of that promise.
Open by permission of the instructor to American studies majors, and to other qualified students if space permits.

Mr. Auerbach

Courses in Natural Philosophy

Throughout the past and into our own times human curiosity and human imagination have been joined in a struggle to understand something of the structure of the universe, the structure of matter, and the nature of living systems. The beliefs which have emerged from the struggle express the themes of Western civilization: its philosophy, its art, its literature, its values.

Because this quest for knowledge and understanding is not the province of any single discipline, nor simply of science, the phrase Natural Philosophy is more truly descriptive than History of Science. History of Science provides an orientation for examining the specific activities of practitioners of science and seeing the ways in which scientific ideas, methods, and theories both reflect and influence man's thought in other areas. The activities of scientists are imaginative and conceptual as well as observational and experimental, and a fuller understanding of these activities and the scientific beliefs they produce comes from examining them in the context of the social, political, economic, and intellectual milieu of their times.

Although Wellesley does not have a department or major in History of Science, there are many courses in Wellesley's curriculum, departmental and extradepartmental, which could be designated Natural Philosophy. Whether they plan majors in mathematics, the social sciences, laboratory sciences, or the humanities, many students will find in a selection from these courses a congenial and satisfying framework for integrating many facets of their undergraduate education.

Chemistry 101 (1)
Contemporary Problems in Chemistry I

Chemistry 306 (1)
Seminar. Chemistry and the Nobel Prizes

Experimental 102 (2)
Science and Reality

Experimental 112 (2)
Evolution: Change through Time

Extradepartmental 218 (1)
History of Science I

Extradepartmental 219 (2)
History of Science II

History 235 (1)
Classical and Medieval Intellectual History

History 236 (2)
Modern European Intellectual History

Philosophy 200 (1) (2)
Modern Sources of Contemporary Philosophy

Philosophy 217 (2)
Philosophy of Science

Philosophy 220 (1)
History of Modern Philosophy from the Renaissance to Kant

Philosophy 221 (2)
History of Modern Philosophy from Kant to the Early Twentieth Century

Philosophy 327 (1)
Seminar. Ideas of Progress

Physics 101 (2)
Physics in Perspective

Physics 102 (2)*
Physics of Perception and Aesthetics

Physics 107 (2)*
Energy

Physics 249 (1)*
Selected Topics

Psychology 325 (2)
History of Psychology

Religion 107 (1) (2)
Crises of Belief in Modern Religion

INTERDEPARTMENTAL MAJORS

Classical Civilization

Director: Geffcken

The College offers five established interdepartmental major programs: classical civilization, classical and Near Eastern archaeology, East Asian studies, medieval/renaissance studies, and molecular biology. In addition, a student may design an individual major. All interdepartmental and individual majors must include at least four units of work in one department above the Grade I level, and at least two Grade III units. Some representative individual majors and courses available for them are included in this section.

Students who wish a classical civilization major can plan with the Departments of Greek and Latin an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units in the original language. Basic knowledge of French or German is recommended.

The selections listed below are available for majors in classical civilization.

Greek: All courses in the original. Latin: All courses in the original.

Art 100 (1-2)
Introductory Course

Art 200 (1)
Classical Art

Art 334 (2)
Seminar. Baths and Bathing in Antiquity

Greek 104 (1)
Classical Mythology

Greek 203 (2)*
Greek Drama in Translation

Greek 249 (2)
Selected Topics. Myth and the Development of Epic

Greek 328 (2)*
Problems in Greek History and Historiography

History 150 (2) b
Romulus the Founder and Attila the Hun

History 230 (1)*
History of Greece

Philosophy 101 (1) (2)
Plato's Dialogues as an Introduction to Philosophy

Philosophy 201 (2)
Aristotle

Religion and Biblical Studies 104 (1) (2)
The Hebrew Scriptures

Religion and Biblical Studies 105 (1) (2)
The Person and Message of Jesus

Religion and Biblical Studies 204 (2)*
Christian Beginnings in the Hellenistic World

Religion and Biblical Studies 207 (2)
New Testament Greek

Religion and Biblical Studies 307 (2)*
Seminar. The New Testament

Classical and Near Eastern Archaeology

Director: Kohl

The purpose of a major in classical and Near Eastern archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

Students who major in archaeology may choose Greece, Rome, or the ancient Near East as a principal area of interest. Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin, and an advanced knowledge of the literature of that country (Greece or Rome) which is their special area of concern. Students who concentrate on the ancient Near East must have knowledge of one ancient Near Eastern language and have taken Sociology 242 which details the emergence of complex societies.

The program for each student will be planned individually from courses in the departments of art, Greek, history, Latin, philosophy, religion and biblical studies, and sociology and anthropology, as well as from the architecture and anthropology programs at MIT. Certain courses in statistical methods and geology are also very useful. The introductory course in archaeology (Sociology 106) or equivalent and the course on the development of archaeological theory (Sociology 241) are required for all archaeology majors, regardless of area specialty.

Students should plan for at least one summer of excavation and travel, and are expected to complete units of independent study as well as regular course offerings.

Because the requirements for this major are somewhat complex, students are urged to declare an interest early so that a comfortable program can be devised for each student. Majors in classical archaeology must obtain permission for their course of studies from Mr. Fant in the Greek and Latin department.

East Asian Studies

Directors: Cohen, Yu

Students interested in graduate work and a career in Chinese studies should take extensive Chinese language work; students interested in a broader range of courses on Asia may take a minimum of Chinese language work or none.

The following courses are available for majors in East Asian Studies:

Art 248 (1)
Chinese Art

Art 249 (2)
Far Eastern Art

Chinese 101 (1-2)
Elementary Spoken Chinese

Chinese 102 (1-2)
Basic Chinese Reading and Writing

Chinese 201 (1-2)
Intermediate Chinese Reading

Chinese 202 (1-2)
Intermediate Conversational Chinese

Chinese 241 (1)*
Chinese Literature in Translation I

Chinese 242 (2)*
Chinese Literature in Translation II

Chinese 252 (1)*
Readings in Modern Style Writings

Chinese 300 (2)
Readings in Contemporary Chinese Literature

Chinese 301 (2)
Readings in Expository Writings of Revolutionary China, before and after 1949

Chinese 310 (1)
Introduction to Literary Chinese

Chinese 311 (2)
Readings in Elementary Classical Chinese

History 271 (1)
Japanese History

History 275 (1)
Premodern Chinese History

History 276 (2)
Modern Chinese History

History 279 (2)
India and the West

History 345 (1)
Seminar. Chinese History I

History 346 (2)
Seminar. Chinese History II

Political Science 300 (2)
Politics of East Asia

Religion and Biblical Studies 108 (1)
Asian Religions

Religion and Biblical Studies 253 (2)
Buddhism in China and Japan

Medieval/Renaissance Studies

Directors: Cox and Fergusson

The major in medieval/renaissance studies enables students to explore the infinite richness and variety of western civilization from later Greco-Roman times to the Age of the Renaissance and Reformation, as reflected in art, history, music, literature, and language. Numerous opportunities for study abroad exist for those who wish to broaden their experience and supplement research skills through direct contact with European and Mediterranean culture. Majors who are contemplating postgraduate academic or professional careers should consult faculty advisors, who will assist them in planning a sequence of courses that will provide them with a sound background in the linguistic and critical techniques essential to further work in their chosen fields. Individual interests and needs can be accommodated through independent study projects carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work. Art 330 is the seminar recommended for majors in medieval/renaissance studies in 1975-76. Among the courses available for majors and prospective majors are:

Art 202 (2)
Medieval Sculpture and Painting

Art 203 (1)
Medieval Architecture

Art 215 (1)
European Art to the Renaissance

Art 251 (2)
Italian Renaissance Art

Art 254 (2)*
Art of the City: Medieval, Renaissance and Baroque

Art 302 (1)*
Italian Painting: The Fourteenth and Fifteenth Centuries

Art 304 (1)*
Late Medieval and Renaissance Sculpture

Art 308 (2)
Renaissance and Baroque Architecture

Art 311 (2)*
Painting of Northern Europe

Art 330 (2)
Seminar. Italian Art

Art 332 (2)*
Seminar. Medieval Art

English 215 (1) (2)
Shakespeare

English 220 (1)
Chaucer

English 305 (1)
Advanced Studies in Shakespeare I

English 306 (1) (2)
Advanced Studies in Shakespeare II

English 308 (2)*
The Middle Ages and Renaissance in England

English 312 (1)
The English Language

Extradepartmental 108 (2)
Interpretations of Man in Western Literature

French 212 (1)
Medieval French Literature I

French 300 (2)
Sixteenth Century Literature

French 312 (1)
Medieval French Literature II

History 100 (1) (2)
Medieval and Early Modern European History

History 150 (2) b
Romulus the Founder and Attila the Hun

History 230 (1)*
History of Greece

History 231 (2)*
History of Rome

History 232 (2)
Medieval Civilization 1000 to 1300

History 233 (1-2)
The Renaissance and Reformation

History 235 (1)
Classical and Medieval Intellectual History

History 238 (1)
History of England to 1500

History 330 (2)
Seminar. Medieval/Early Modern Europe

Italian 207 (2)
Significant Moments of the Italian Literature of the Middle Ages and the Renaissance

Italian 301 (1-2)
Dante

Latin 249 (2)
Medieval Latin

Music 303 (2)
The Middle Ages and the Renaissance

Political Science 240 (1)*
Classical and Medieval Political Theory

Religion and Biblical Studies 216 (1)*
Classical Theology

Spanish 206 (1)
Landmarks of Spanish Literature I

Spanish 302 (2)*
Cervantes

Molecular Biology

Director: Levy

The departments of biological sciences and chemistry offer an interdepartmental major in molecular biology which gives opportunity for advanced study of the chemistry of biological systems.

In addition to two units of biochemistry (221 or [324] and 326 or [325]), the area of concentration consists of four units of chemistry (100 or 103 or [107], 104 or [106], [201] or 211, and [203] or 231); five units of biology (100, 101, 200 or 206, 205, and one Grade III unit with a scheduled laboratory, excluding 350 or 370); Physics 104, 105, or 110; and Mathematics 111 or the equivalent.

Individual Majors

Students who are interested in interdisciplinary work may design an individual major, in consultation with two faculty advisors. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. In setting up guidelines for the individual major, the committee hopes to extend the possibility for a major which crosses traditional departmental lines to those students who could most benefit from such a major and to assure suitable guidance to the student in selecting appropriate courses for the major. The program for the individual major should include four units in one department above the Grade I level, and two Grade III units.

The majors and suggested courses listed below are representative of the more established programs:

American Studies
Director: Auerbach

American studies (formerly United States studies) is a highly flexible, interdisciplinary program designed to illuminate varieties of the American experience. A wide selection of courses in different departments within the College may be taken for credit in the major. This flexibility enables students to develop individual programs of study. Students are encouraged to integrate diverse elements of American experience by working closely with their advisors and by taking courses which focus on what is enduring and characteristic in American culture.

Two courses for 1975-76 which have been designed with this integrative aspect of American studies in mind are: English 150 (2) b, The Democratic Myth; and Religion 218, Religion in America.

The one required course in the major, Extradepartmental 335, is designed to assist students in developing their own points of view toward characteristic themes in American culture.

The following is a partial list of other courses available that may be included in an American studies major:

Art 226 (1)
History of Afro-American Art

Art 231 (1)
American Art from Colonial Times to the Civil War

Art 232 (2)
American Art from the Civil War to the Foundation of the New York School

Black Studies 150 (1)a and (2)a
The Internationalization of Black Power

Black Studies 206 (1-2)
Afro-American History

Black Studies 220 (1)*
The Black Religious Experience in America

Black Studies 230 (1-2)
The Black Woman in American Society

Black Studies 312 (2)
Seminar. Black Sociology

Economics 305 (1)*
Industrial Organization

English 223 (1)
American Literature I

English 224 (2)
American Literature II

English 225 (1) (2)
American Literature III

English 228 (2)
Black Literature in America

English 317 (1)
American Literature IV

History 102 (2)*
Approaches to the History of American Society

History 250 (1)
The First Frontier

History 251 (2)
The Making of a Nation, 1763 to 1850

History 252 (1)
The United States, 1850 to 1917

History 253 (2)
The United States, 1917 to the Present

History 255 (1)
Women and Work in the United States

Political Science 210 (1) (2)
Elections, Parties, and Interest Groups in American Politics

Political Science 310 (2)
Political Decision-Making in the United States

Sociology 103 (1)
American Society

Sociology 210 (2)
Racial and Ethnic Minorities

Sociology 349 (2)
Seminar. Strategies of Social Change in Contemporary America

Theatre Studies

The individual major in theatre studies offers opportunity for study of the theatre through its history, literature, criticism, and related arts and through the disciplines of its practitioners: playwrights, directors, designers, actors, and producers.

The student's program in the major may be adapted to individual interests. Focus may be on the theatre and a national dramatic literature, on the theatre and related arts, or, within the general demands of the curriculum, a variety of emphases may be evolved, including work in such areas as philosophy, history, psychology, sociology, and religion.

At least four units above Grade I normally should be elected in a literature department (English, French, German, Greek and Latin, Italian, Russian, or Spanish), with emphasis on dramatic literature. At least two units above Grade I normally should be elected in art or music. Two of the six units thus specified (or their equivalents) must be Grade III.

Students electing to design a major in theatre studies normally will take at least one resident semester of concentrated work in the discipline either with the National Theatre Institute at the Eugene O'Neill Theatre Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley.

Since developments in the theatre arts are the results of stage experiments and because the theatre performance is an expression of theatre scholarship, it is expected that theatre studies majors will elect to complement formal study of theatre history and theory with practical experience in the extracurricular production program of the Wellesley College Theatre.

In addition to the offerings of the theatre studies department, the following courses are specifically relevant to the individual major in theatre studies:

Black Studies 210 (1-2)
Black Drama in the Twentieth Century

English 212 (1) (2)
Modern Drama

English 215 (1) (2)
Shakespeare

English 305 (1)
Advanced Studies in Shakespeare I

English 306 (1) (2)
Advanced Studies in Shakespeare II

Extradepartmental 331 (2)
Seminar. The Theatre Since 1945

French 213 (1) (2)
French Drama in the Twentieth Century

Greek 302 (1)*
Aeschylus and Sophocles

History 236 (2)
Modern European Intellectual History

Italian 302 (1)*
The Theatre in Italy

Music 200 (1-2)
Design in Music

Music 307 (2)
The Opera

Philosophy 203 (1) (2)
Philosophy of Art

Urban Studies

An individual major in urban studies may be designed by students in consultation with two faculty advisors, each representing different departments. These programs are subject to the approval of the Committee on Curriculum and Instruction. Normally, a program should include four units in one department above the Grade I level. Moreover, at least 2 units must be at the advanced (Grade III) level. This concentration is to provide majors with a sound disciplinary background and to equip them for further academic or professional work. Such concentration usually occurs within the departments of art, black studies, economics, history, political science,psychology, or sociology. The interdisciplinary approach based on particular student interests may emphasize urban problem-solving and public administration, urban design, urban education, or the urban environment. An understanding of the processes which create and sustain urban systems should be at the core of an urban studies major.

Students should note carefully the course prerequisites set by each department. It is also strongly recommended that majors elect basic methodology courses in their field of concentration (e.g., Sociology 201, 202 sequence; Political Science 249, etc.). This focus will provide techniques and tools of analysis pertinent to a disciplined perspective on urban processes and/or policy. Students are also encouraged to apply for experientially based programs such as the Urban Politics Summer Internship, the Sociology Internship Seminar on Organizations, or programs sponsored by the Career Services Office and Office of the Dean of Academic Programs. Additional opportunities for courses and field work are available through MIT cross-registration.

These and other elements majors may draw upon and contribute to are described in greater detail in the Urban Studies Handbook.

The following courses are available for majors in urban studies:

Art 254 (2)*
Art of the City: Medieval, Renaissance, and Baroque

Biology 307 (1)*
Advanced Ecology

Black Studies 105 (1)
Introduction to the Black Experience

Black Studies 206 (2)
Afro-American History since 1865

Economics 225 (1)
Urban Economics

Economics 249 (2)
Seminar. The Economics of Environmental Disruption

Education 216 (2)
Education and Social Policy

History 252 (1)
The United States, 1850 to 1917

History 253 (2)
The United States, 1917 to the Present

History 254 (1)
United States Urban History

History 336 (2)
Seminar. American Urban History

Political Science 212 (1)
Urban Politics

Political Science 215 (2)
Bureaucratic Behavior and Policy Analysis

Political Science 333 (2)
Seminar. Law and Social Change

Psychology 313 (2)
Seminar. Culture and Development

Psychology 340 (2)
Social Psychology and Industrial Society

Sociology 209 (1)
Social Stratification and Power

Sociology 210 (2)
Racial and Ethnic Minorities

Sociology 220 (1)
The Metropolitan Community

Sociology 242 (2)*
The Emergence of Complex Societies

Sociology 320 (2)
Urban Poverty

Sociology 329 (1)
Seminar. Organization in Health, Housing, Correctional and Related Institutions in Contemporary Society

Women's Studies

The following courses are available in women's studies:

Black Studies 230 (1-2)
The Black Woman in American Society

Black Studies 312 (2)
Seminar. Black Sociology

English 150 (1) b
Women in Literature

Extradepartmental 210 (2)
Contemporary Women: An Interdisciplinary Perspective

French 319 (1)
Women and Literary Expression

History 255 (1)
Women and Work in the United States

Psychology 303 (1) (2)
The Psychological Implications of Being Female

Psychology 349 (1)
Theories of Child Development

Religion and Biblical Studies 208 (2)
Ethics

Russian 320 (2)*
Seminar

Sociology 211 (2)
Family and Society

Professors Sherwood and Shackford taught English literature at Wellesley.

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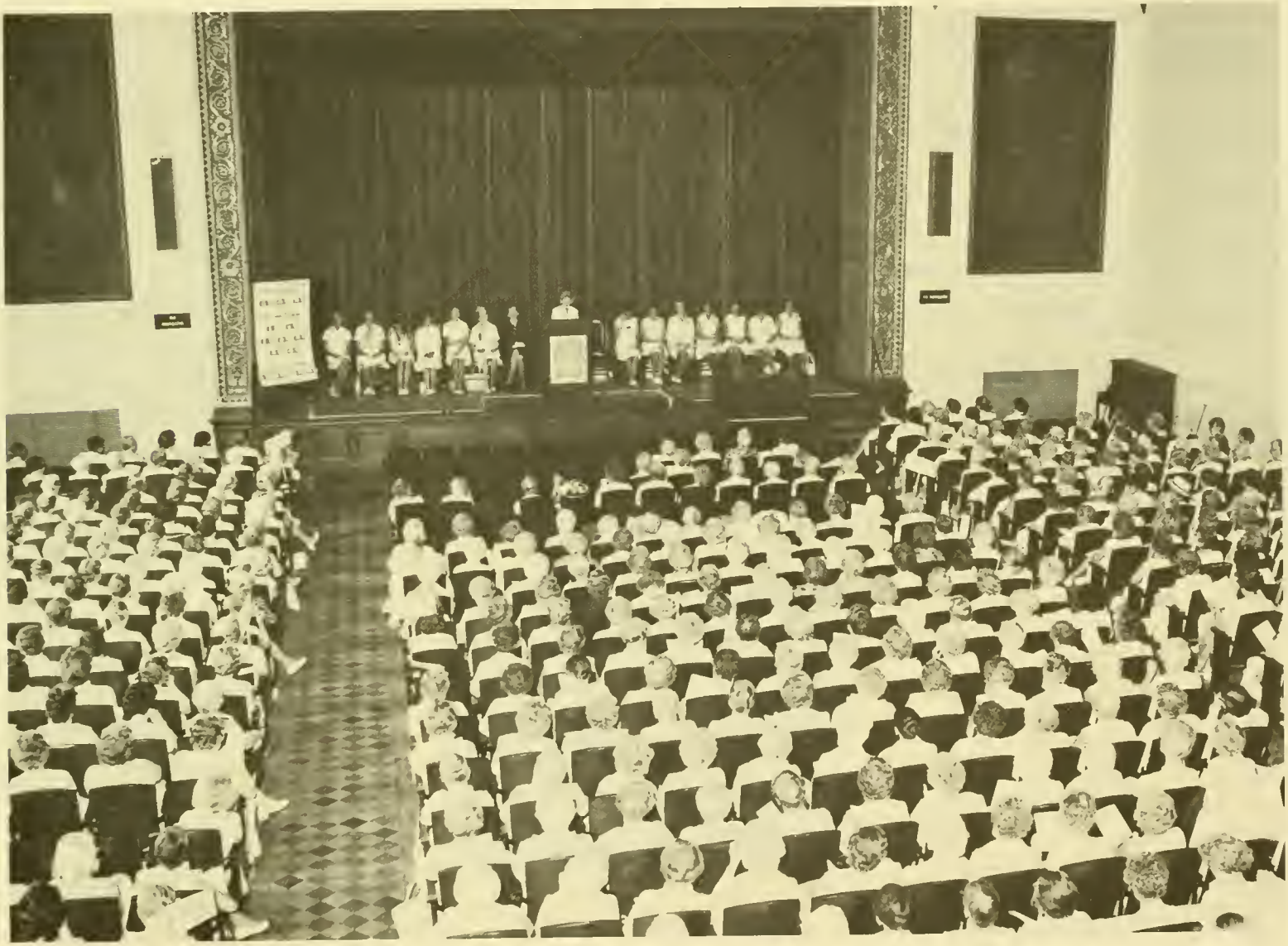

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Credits:
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